INTRODUCTION

Welcome, Hornet Program Team-mates, to the second edition of the PMA265 Program Operating Guide (POG). This updated POG is intended to provide you with the information you need to operate on the F/A-18 Program Team—an "employee handbook" or OPORDER, if you will.

As you know, the two main tenets of our Naval Aviation System Team (TEAM) are that we are a competency-aligned organization and that we accomplish work on teams. Over the past two years a tremendous amount of energy has been focused on the establishment and development of the competency side of the TEAM. Last year the Hornet Program was assigned the lead in focusing a similar level of intensity in ***implementing*** the IPT side of the CAO/IPT equation.

With this in mind, last year we stood up an Augmentation Team—a diverse group of senior competency "Greyheads," well-versed in our organization's past and vision state. We challenged this group to become "IPT advocates," and we chartered them to augment the efforts of our Hornet Leadership in putting together and later updating this document. Through this effort, and as documented in this POG, the F/A-18 Program Team has been *prototyping* a vision of how IPTs operate now and how they will continue to operate in the future. The information contained herein is substantively consistent with the IPT Manual. In fact, several of the processes that we have successfully prototyped over the last year are now detailed in the newly revised IPT Manual. We will need to continue to work closely with our competency counterparts to refine and improve these processes.

As you will see, this POG update provides a broader perspective across the Hornet Program Team; to include more detail regarding the E/F and FMS IPTs, more insight into the level III (field) role in the Program Team, addresses acquisition reform, and it provides a *users' directory* for IPT members (through level III teams).

The TEAM Leadership tasked us to lead the transition to IPTs, and we have made great strides over the last year in forging the transition to IPT operations and implementing the F/A-18 Program Team prototype. We are committed to program manager-led, multi-disciplinary teams organized to deliver products to war fighters. We shall be product-focused and genuinely customer driven. This POG will help us all get there together.

_____

PMA265 CAPT J.W. Dyer, USN

[Approved]

_____

PEO(T) RADM J.A. Cook, USN

NOTE:

This Program Operating Guide (POG) is just that — a ***guide...*** to be used in day-to-day operations. **It is not a substitute for good judgment**. Situations may arise that are not covered in this POG or are better served with the responsible application of a unique, tailored approach. If in doubt, **good judgment** and the ***"reasonable person"*** **approach** should prevail.

(This Page Intentionally Left Blank)

TABLE OF CONTENTS

ANNEXES TO THE PROGRAM OPERATING GUIDE

1.0 PURPOSE & OBJECTIVE

The purpose of this guide is to lay out the F/A-18 Program Manager's plan and expectations for continued implementation and refinement of the concept of Integrated Program Teams (IPTs) and their relationship to the CAO, and to clearly communicate the program's organizational structure to the program's work force, the Program Executive Officer for Tactical Aircraft Programs (PEO(T)), and the Naval Aviation Systems Team (TEAM) leadership.

The objective is to provide clear, concise and unambiguous direction to the PMA265 Program Team Leaders and the Hornet Leadership Team—an "OPORDER."

2.0 TRANSITION PERIOD

FY95/96 was a period of transition and great learning for the Hornet program and for the entire Naval Aviation Systems Team. As we move into FY97 and commence the final phase of the CAO/IPT transition, Phase IIIB, we shall continue our evolution towards a fully integrated program team. This Program Operating Guide (POG)/OPORDER remains a living document that will continue to evolve to reflect our experience and learning. The key will be to keep up the energy and maintain commitment to the tenets of CONOPS without becoming inflexible and uncompromising.

3.0 SCOPE

PMA265 is a multi-platform program office, composed of three main business groups, with an annual budget of $4.3B. The TEAM Competency Aligned Organization (CAO) data base reflects 1,513 work years distributed among 2,366 individuals supporting the program.

4.0 F/A-18 PROGRAM TEAM VISION

We acquire, deliver, and sustain the F/A-18 weapon system with capabilities that optimize its contribution to the **end-user's** mission.

PMA265 leadership has identified valued goals and attributes of team members to help us achieve unqualified success in our day-to-day operations as well as our transitional period of IPT implementation.

We Value:

- Complete understanding and clear mapping of requirements through the full life cycle.
- Our end-user, represented by the Hornet Executive Steering Committee.
- Teamwork—we are mutually dependent and must be mutually supportive.
- Aligning the contributions of each empowered team with the overall program direction.
- Our Foreign Military Sales customers, and insuring the best value for their money.
- Clearly and quickly communicating good and bad news.
- Linking funding directly to war-fighting products.
- Accepting ownership of Cost/Schedule/Performance trades.
- The concepts of "return on investment" and "earned value".
- Seeking out and securing the best expertise, advice, and help available.

- **Innovation**, asking *"why"* and *"why not."*
- Multidisciplinary IPTs, independent of geography.
- Training, Training, Training, Training, Training!
- Technical conscience.
- Recognition of individuals, particularly for their contribution to their team(s).
- Openness and "partnering" with our contractors, to the maximum extent allowed by law.
- Thinking about how our decisions and actions will appear to the average citizen.
- Balancing work, health, and fun.

We accept the responsibility of organizing this work force to most efficiently and effectively develop, produce and maintain F/A-18 aircraft. We shall work within the defined processes of the Naval Aviation Systems Team. ***Where those processes do not yet exist, we shall continue to work to pragmatically establish precedents, in concert with the CAO.*** We confidently believe the CAO's responsibility is to support programs and the ongoing transition to IPTs. The IPTs must continue to identify where processes, people, skills and infrastructure are required to support programs, and will pursue services from the CAO.

We believe our acquisition cycle times will be significantly reduced by utilizing multi-disciplinary teams—by focusing on products and working concurrently the issues we used to work in series by passing paper between codes. For instance, if a contract specialist believes that he or she should be excused from team deliberations because he or she "doesn't have anything to add to engineering discussions," and that we are wasting his/her time—that person has failed to understand the essence of the multi-disciplinary approach. Most engineering decisions affect cost, and cost affects the contract. All team members must know and feel that they have a ***full spectrum voice and responsibility*** on each Product Team; they are no longer "outside experts" called upon to work only in a narrowly defined area.

5.0 CUSTOMERS

PMA265's customers are represented by the Hornet Executive Steering Committee (HESC) and by those foreign countries procuring F/A-18s. The HESC's membership includes the CINCs, TYCOMs, Strike Wings, MAGs, and OPNAV. Also, currently, we sell airplanes and support to Canada, Spain, Australia, Kuwait, Switzerland, Finland, Thailand , and Malaysia.

We are dedicated and resolved to better listen to our customers. The HESC forms the centerpiece of this improved communication with our USN/USMC customers. Within this forum, we shall be more open, sharing and supportive than ever before. The HESC, coupled with the subordinate Operational Advisory Group (OAG) process, steers the future development of the Hornet. (We believe the HESC also holds the key to better Fleet - TEAM coordination on aircraft distribution and depot maintenance.) We supplement this executive forum with fleet visits, post-cruise debriefs, and an expanding electronic network that is beginning to include more and more fleet connections.

Likewise, we are establishing electronic links with our Foreign Military Sales (FMS) customers. We continue to meet with our foreign customers not only in the U.S., but on their own soil. We are expanding our contact with these customers to include program leadership not limited to the FMS IPT.

6.0 PROGRAM TEAM STRUCTURE

The F/A-18 Program Team is structured along the lines of product-focused, multi-disciplinary Integrated Program Teams (IPTs). There are three major (Level I) IPTs in our program, reflecting our three prime business areas—Foreign Military Sales (***FMS***), Production and Systems Development (***P&SD***), and F/A-18***E/F*** engineering and manufacturing development. Each of these IPTs consists of product-focused teams known as Integrated *Product* Teams, which are responsible for acquisition management of their respective product areas (e.g., radar, engines, EW systems, etc.). Note that throughout this Program Operating Guide, we use the term Integrated ***Product*** Teams to emphasize *product focus.* Each of the three Level I IPTs have the following levels of "indenture," as depicted in Figure 1.

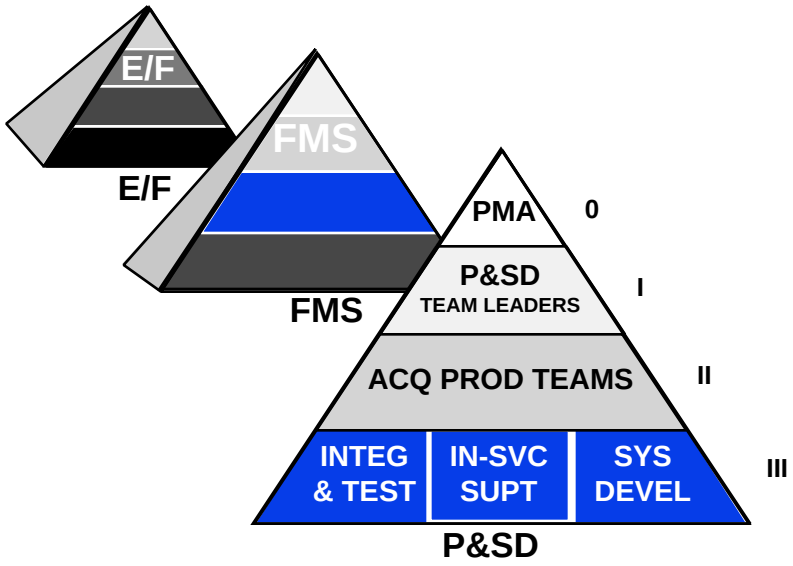


Figure 1. F/A-18 Program Team Structure

Level 0 This is the Program Manager, PMA265, CAPT Joe Dyer.

Level I Each IPT has its own unique Level I, which consists of the team leaders of that IPT (e.g., for P&SD, CAPT Tim Heely and Ms. Gail Willey). (See section 8.2.)

Level II Product-focused IPTs (product teams) responsible for acquisition management of their respective product areas (e.g., for P&SD, radar, engines, EW systems, etc.). (See section 9.0.)

Level III Product-focused IPTs responsible for particular functions in their respective product areas (e.g., in P&SD, Integration & Test, In-Service Support, Systems Development of radar, engines, or EW systems... i.e., product coupled with function).

Level IV These will be sub-teams to Level III teams when appropriate (not depicted in Figure 1).

Figure 2 illustrates the F/A-18 organizational concept, depicting the relationship between competencies and the F/A-18 IPTs. This will be explained in greater detail below.

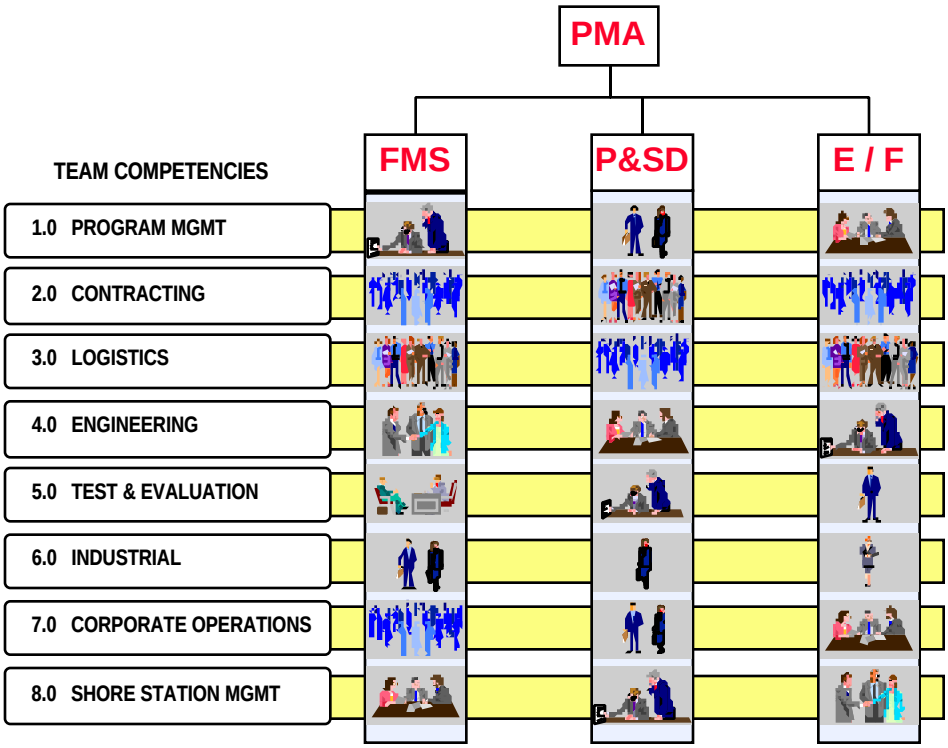


Figure 2. F/A-18 Program Team Organizational Concept

7.0 BRIEF DESCRIPTION OF F/A-18 LEVEL I INTEGRATED PROGRAM TEAMS

As introduced in section 6.0, PMA265 will operate via three major (Level 1) IPTs, described below. The Level I Integrated Program Teams are each led by a co-equal GS-15 and a military O-6, reflecting the TEAM military/civilian teaming. A detailed description of each IPT can be found in section 9.0.

7.1 Foreign Military Sales (FMS)

The FMS IPT manages and directs the post-production support for Canada, Spain, Australia and Kuwait, along with the production planning for Switzerland, Finland, Thailand, and Malaysia. This IPT also includes a new business group that seeks out and supports potential new F/A-18 foreign military sales. The FY97 budget for the FMS IPT is $1.2B.

7.2 Production & Systems Development (P&SD)

The P&SD IPT leads a wide spectrum of dynamic activities ranging from the annual F/A-18C/D new production to the life extension of the early F/A-18A/B. This IPT is responsible for the heart and soul of all F/A-18s—systems development (both hardware and software, plus new weapons and sensor integration which are common to A/B, C/D and E/F), as well as in-service support for all systems that have reached stable operations. The FY97 P&SD budget is $542M.

7.3 F/A-18E/F Engineering & Manufacturing Development (E/F)

The E/F IPT is carving out the future of Naval Aviation—the engineering and manufacturing development of our new airplane. The FY97 E/F budget is $2.5B.

8.0 PROGRAM TEAM MEMBERS

8.1 The Program Manager

PMA265 works directly for PEO(T) and, as a member of the TEAM via the PEO-COMNAVAIRSYSCOM Operating Agreement, supports COMNAVAIRSYSCOM in meeting Naval Aviation Systems Team responsibilities to the CNO for fleet support.

The program manager is unambiguously responsible and accountable for the quality of the program's products. The PMA is *not* uniquely responsible for quality, as the success of Naval Aviation rides on the shoulders of the entire TEAM.

In our previous organizational structure, quality responsibility was distributed—for example, one functional code in the matrix would feel total responsibility for the quality of their particular discipline's portion of a product, while another similarly felt full responsibility for the product's reliability and maintainability. From some PMAs' perspectives, the program encountered occasional difficulties in meeting long-term, large-scale objectives due to sub-system managers who, with good heart, would have their own responsibilities and accountabilities attended to, without focusing sufficient attention on the overall war-fighting tool. The attention and compromise needed to satisfy those special interests overrode the product vision and led to sub-optimization. The IPT approach offers the promise of better keeping the product vision and supporting the engineering trades' needs to deliver. However, the challenge now shifts to the PMA. Since he or she is now unambiguously responsible for the quality of the product, ***the PMA must take full advantage of the functional expert's profound knowledge.***

The PMA's new responsibility for full life cycle is also a major and important change. Our old organizational alignments chased efficiencies by gathering funds, technologies, and functions. Our new structure will take time to fully implement, but it must start with each program manager aggressively establishing influence over all aspects of the program. ***All aspects of the program,*** be they spares buys, depot maintenance, or component improvement programs, must fit into a *holistic product model*. This model can then be used to optimize product performance and to reduce overall cost. Only when this full-spectrum responsibility is shouldered by the accountable program manager and his or her program leadership team will we be able to make truly efficient program life cycle performance, cost and schedule tradeoffs.

Full life cycle management may appear to bring some new inefficiencies. There may be some duplication of effort, and some will champion the economies of centralized management of O&MN funds. We strongly believe the efficiency implicit in focusing on the product will overarch these potential new inefficiencies. Perhaps more important, it will answer OPNAV's desire to understand our *cost of doing business*—the true cost of an operational flight hour when all things are considered.

To use a sports analogy, the word that best describes the PMA's role in PMA265 is **"Athletic Director."**

8.2 Level I IPT Leaders

The Level I IPT leads are:

CAPT (Sel) Al Clark and Mr. Frank Amorosi for FMS

CAPT Tim Heely and Ms. Gail Willey for Production & Systems Development (P&SD)

CAPT Bill Shepherd and Mr. John (J.J.) Dicks for F/A-18E/F

These IPT leads hold a delegation from PMA265 to exercise management and direction in their respective areas of concentration and special attention. They are responsible and accountable to the Program Manager for maintaining broad "situational awareness" on a full program spectrum—not limited to their IPT. Because all three Level I IPTs must be mutually supportive and are mutually dependent, specific attention has been given to not forming three stovepipes within the program. The shared areas of authority and contribution are depicted in Figure 3.

Note that the FMS IPT leads must concentrate their energies in the FMS arena; however, they must work closely with P&SD to integrate the special software and hardware required by the foreign customers, and they supply advice and counsel to the E/F IPT regarding attending to possible future sales for the E/F.

The P&SD IPT leaders' responsibilities are the most broadly distributed. The integration of FMS systems has impact on the USN/USMC program and, at the same time, the latest F/A-18C/D avionics systems form the baseline for the E/F.

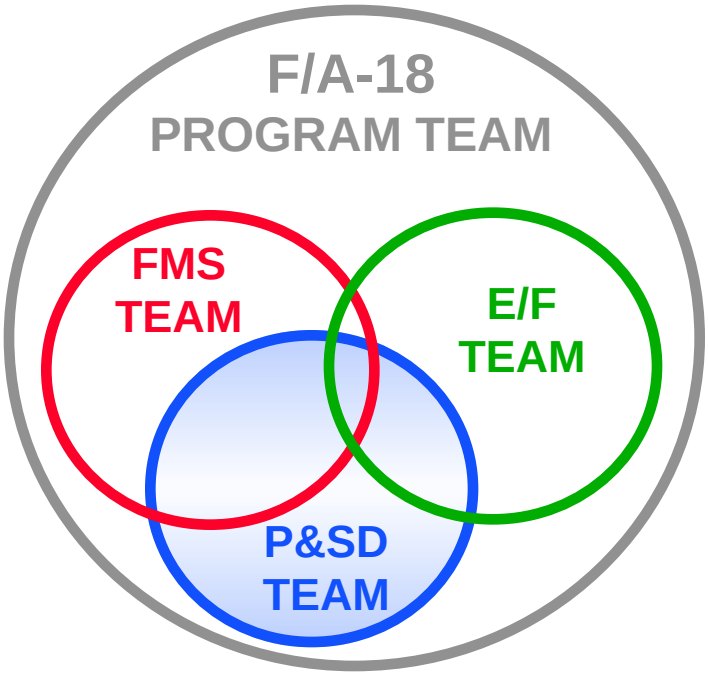


Figure 3. F/A-18 Program Office Organizational Concept Depicting the Distribution of Mutual Interest, Support and Dependence

The E/F distribution of responsibility follows the discussion above in that its main focus is engineering & manufacturing development (E&MD). However, overall program cost can potentially be lowered by making foreign sales (with appropriate releasability considerations). The E/F software development must be closely coordinated between P&SD and E/F.

The word that best captures the attitude and perspective the PMA asks the Level I IPT leads to embrace is **"Coach."**

Specific areas of responsibility and accountability for Level I IPT Leaders include:

- Overall management of cost, schedule & performance of specific products in their area of focus.
- Situational Awareness of the program in the area outside of their main focus.
- Establishment of Level II and III Integrated Product Teams, and the assignment of Level II and Level III Team Leaders.
- Assignment of Level II Competency Specialists, Executive Assistants (P&SD), and staff positions.
- Delegation of authority to Level II Team Leaders, including "by direction" signature authority.
- Establishment of metrics for IPT performance and products in conjunction with the IPTs.
- Development of standard Program Management processes/documentation (e.g., PMR formats, POA&M).
- Promotion of the tenets of Acquisition Reform across the IPTs.
- Establishment of performance objectives and the provision of performance appraisal input for Level II Team Leaders, Competency Specialists, Operations Officers, and staff positions.
- Direction of programmatic tasking to the appropriate Integrated Product Team capable of satisfying the task.
- Assignment of action items, (e.g., "fire drills") to the appropriate Operations Officer or Level II IPT Team Leaders for action.
- Achievement of handshake between the Competency Manager and Senior Competency Specialist to staff Level II Integrated Program Teams with certified Level II team members. (See section 12.1.)
- Provision of feedback to other Level I IPT Leaders on all issues that could influence/impact their respective areas of management focus.
- Maintaining a program environment that rewards team success.
- Maintaining continuous communications with Level II IPTs, Competency Specialists and Operations Officers (P&SD and E/F) by scheduling and conducting periodic meetings.
- Participation in bi-weekly Executive Leadership Team (see section 10.1) meetings chaired by PMA265.

8.3 Program Competency Specialists

8.3.1 Senior Competency Specialists

Shown on the left side of Figure 4 are the Program's Senior Competency Specialists. They include (but are not limited to) the Assistant Program Manager for Systems Engineering (APMSE), the Assistant Program Manager for Logistics (APML), the Procuring Contracting Officers (PCO), the Business Financial Manager (BFM), and Legal Counsel. By name, they are:

CDR Jeff Cuskey (Business/Financial Management)

CDR Carl Hammond (T&E)

Mr. Dan Nielsen (PCO: F/A-18C/D for P&SD and FMS)

Mr. Pat Shields (PCO: F/A-18E/F)

CDR Larry Howard (Logistics)

CAPT (Sel) David "D.J." Venlet (Engineering)

Mr. Darrell Kent (Industrial)

Ms. Mary Kay Fannerella, Mr. Bill Mohn and Mr. David Lee (Counsel)

Ms. Carol Kurtz (Acquisition Management)

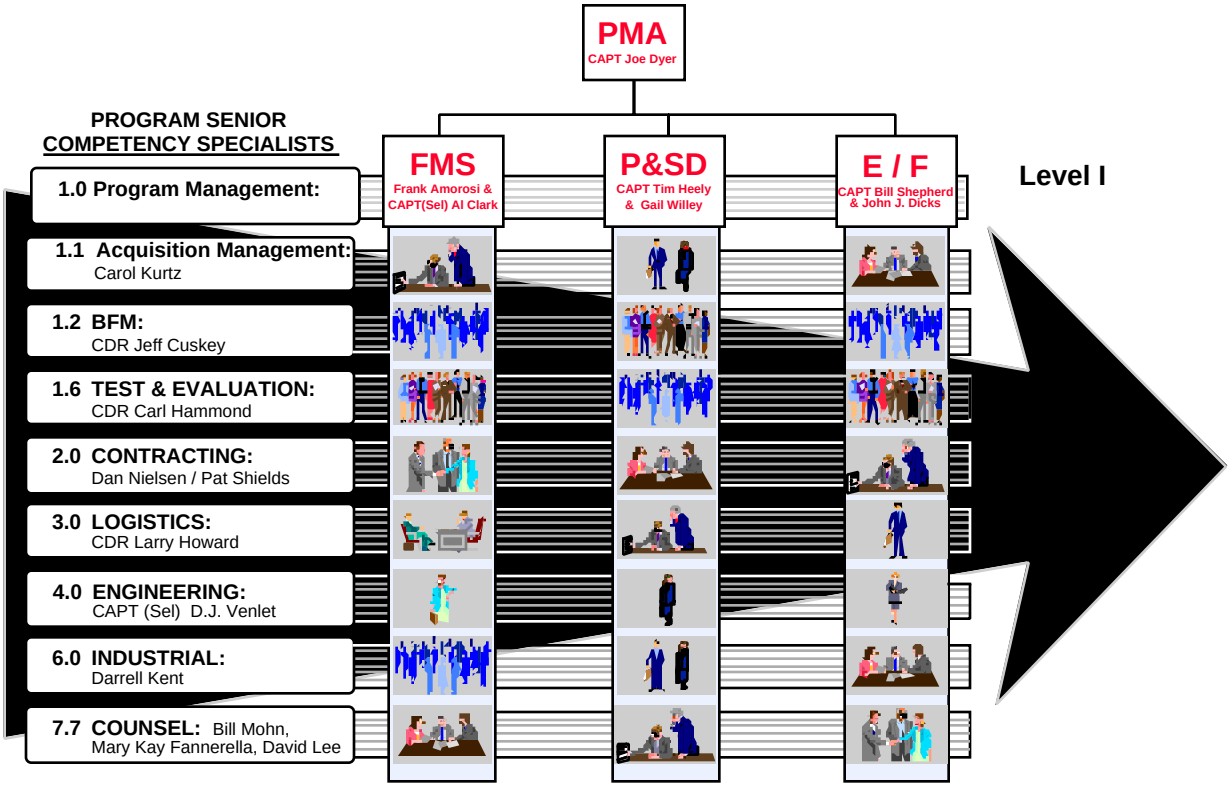


Figure 4. F/A-18 Program Structure, Depicting the Relationship of Senior Competency Specialists

These senior specialists are the program's formal link to the CAO and their respective competency. They are also the advocate for their respective competency to the PMA. Each should have an overarching knowledge of the entire F/A-18 program relative to their area of expertise. In addition, each has these specific duties *in their area of expertise:*

- Be the program's chief engineer, logistician, etc.
- Evaluate and ensure integration of systems engineering specialties across teams/disciplines, i.e., include such "ilities" as reliability, maintainability, supportability, affordability, etc.
- Ensure that a "Big Picture" look is extended across all teams by focusing individual program and product team efforts in achieving a coherent, integrated whole.
- Serve as the link between the CAO and the Level I teams to ensure consistency of process and program objectives.
- Be the PMA's technical conscience.
- Coordinate the appropriate mix of people on teams, and work with their respective Competency Manager to fill the required positions.

- Provide performance evaluation/FITREP input on Level II Competency Specialists and team members.
- Establish/fill/support Level II Competency Specialists.

For instance, the duties and responsibilities of the F/A-18 Program's Senior Competency Specialist for Engineering (the APMSE) would be described as follows:

Example:

The **Senior Competency Specialist for Engineering** (APMSE), CAPT (Sel) Venlet, is the ***Chief Engineer*** for the F/A-18 Program. As such, he is responsible for all aspects of engineering as applied across the Hornet Program. While not supplanting the responsibility or authority that IPT Leaders have over their respective product areas, CAPT (Sel) Venlet, is ultimately responsible for the integrity and veracity of all aspects of engineering conducted throughout F/A-18 IPTs.

He should be kept abreast of all technical and programmatic matters to the fullest extent possible. To that end, CAPT (Sel) Venlet, will ensure that each IPT is adequately staffed with a lead engineer whose responsibility it will be to ensure a systems engineering approach is used throughout development of individual aspects within the IPT's charter and to keep the APMSE fully informed.

It is his duty to work with the competencies to ensure that the teams are populated with the correct personnel with the requisite amount of training, and to recognize when team members are not performing adequately for the tasks at hand. Usually he will be alerted by team leaders, but he must also be aware himself of the internal workings of the teams, since a deficiency in engineering proficiency may not be readily apparent to the team leader.

As a result of his being assigned engineering responsibility throughout the program, the Senior Competency Specialist for Engineering must maintain clear and open communications with the PMA leadership team and his respective Level II Competency Specialists, as well as with the rest of the engineers assigned to the program. When matters of technical disagreement arise, he will be the initial point of contact for his Level II Competency Specialists, as well as the secondary point of contact for other engineers. If agreement cannot be reached between him and the IPT Leaders, he is encouraged to pursue the matter through the PMA. If there is still a lack of agreement, the APMSE will avail himself of the counsel and advice of those in his competency chain of command.

The Senior Competency Specialist for Engineering is not only the interface with the competencies to provide properly trained and motivated people; he is also the person responsible for the coordination of the correct integration of engineering efforts across the program. He is the program's ***Chief Engineer***... the PMA's ***technical conscience***.

For matters of conscience where the Senior Competency Specialists cannot reach a consensus with the IPT leads, they have the right *and the responsibility* of direct access to the Program Manager. If one or more of the Senior Competency Specialists and the Program Manager are unable to resolve matters of conscience, they have recourse to their respective competency leadership.

8.3.1.1 PROCURING CONTRACTING OFFICER (PCO)

We recognize a special relationship between the PMA and the PCOs. Only PCOs can commit the government to contractual relationships. We believe the PCO, within the framework of law and regulation, must be supportive of the Program Manager and his/her IPT Leaders to carry out the program's acquisition plans.

The F/A-18 Program has years of successful, precedent setting PMA-PCO cooperation. Nevertheless, we note that any disputes between the PMA and the PCO must be either quickly resolved or elevated to the PEO and the head of the contracting activity.

We believe active participation by the PCOs and his/her Contract Specialist on Product Teams is indispensable.

8.3.1.2 COUNSEL

We believe our program legal counsel is too important to be left only to regulatory review and insuring legislative compliance. We have fully integrated our legal counsel into the program's Leadership Team. While more demanding of counsel's time, this allows us to take advantage of our lawyers' training, experience and approach to problem-solving. We note that we are predominately a technical organization, somewhat dominated by those with engineering training. The different "approach to problem-solving" provided by our legal counsel is yielding better, up-front decisions.

8.3.2 Level II Competency Specialists

Level II Competency Specialists have duties similar to Senior Competency Specialists, but at the next level of indenture. These specialists have a staff-like relationship to their respective Senior Competency Specialists (e.g., the Level II Competency Specialist for Systems Engineering is "staff" of the APMSE). A Level II Competency Specialist should have an overarching knowledge of his/her respective IPT's program, relative to the specialist's area of expertise. Due to the fact that the products of the FMS, P&SD and E/F IPTs are inherently interdependent, the IPTs' Level II Competency Specialists for any particular discipline must be mutually supportive. For example, the P&SD IPT's Systems Engineer, while focused primarily on those products for which acquisition is managed within the P&SD IPT, will work in close cooperation with his/her FMS and E/F counterparts in performing the systems engineering role across all three Level I IPTs. In addition, each of these individuals has these specific duties *in their area of expertise***:**

- Be their respective IPT's chief engineer, logistician, etc.
- Evaluate and ensure integration of systems engineering specialties across their Level II teams, i.e., include such "ilities" as reliability, maintainability, supportability, affordability, etc.
- Ensure that a "Big Picture" look is extended across all Level II teams by focusing individual product team efforts in achieving a coherent, integrated whole.
- Serve as the link between the Senior Competency Specialist and the Level II teams to ensure consistency of process and product team objectives.
- Be the IPT's advocate for their respective competency... and that respective competency's advocate to the IPT.
- Be the Senior Competency Specialist's technical conscience. Keep Senior Competency Specialist apprised of any matters of conscience that may arise and require resolution.
- Work with Level II Team Leaders and the Senior Competency Specialist to determine the appropriate mix of people on teams. Constantly evaluate Level II team staffing needs against *current needs* in meeting product team objectives.
- Provide to Level II Team Leaders performance evaluation/FITREP input on Level II team members.

The following figure depicts an example of Level II Competency Specialists' relationship with Level II Team Leaders (in this case, for P&SD).

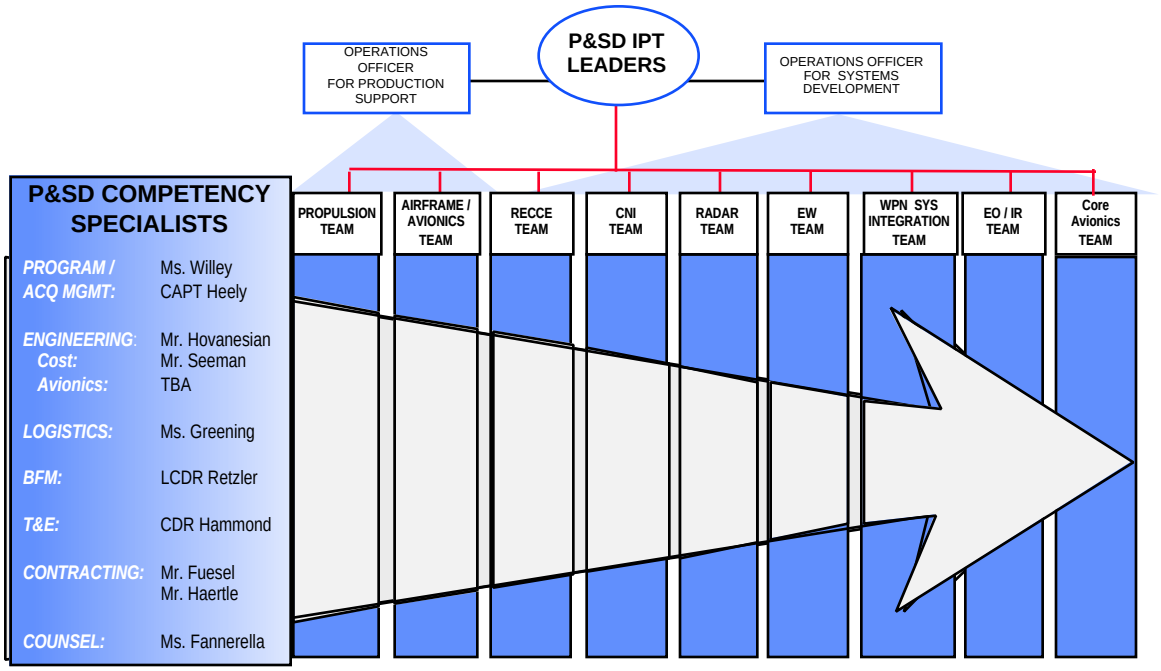


Figure 5. Example of Level II Competency Specialists' relationship with (P&SD) Level II Teams

8.3.2.1 Level II Competency Specialists for the FMS IPT

The FMS Level II Competency Specialists are identified below.

1.0 Program/Acquisition Management: CAPT (Sel) Clark and Mr. Amorosi
1.6 T&E: Mr. Lowry
2.0 Contracting: LCDR Borrebach
3.0 Logistics: Mr. Wilson
4.1 Engineering: Mr. Bracuto
4.2 Cost: Mr. Seeman
4.5 Avionics: Mr. D'Avella
7.7 Counsel: Mr. Lee

8.3.2.2 Level II Competency Specialists for the P&SD IPT

As shown in Figure 5 above, the Level II Competency Specialists are identified, and their location within the P&SD IPT organization is shown. The Level II P&SD Competency Specialists are:

1.0 Program/Acquisition Management: Ms. Willey and CAPT Heely
1.2 BFM: LCDR Retzler
1.6 T&E: CDR Hammond
2.0 Contracting: Mr. Fuesel and Mr. Haertle (engines)
3.0 Logistics: Ms. Greening
4.1 Engineering: Mr. Hovanesian
4.2 Cost: Mr. Seeman
4.5 Avionics Engineering: TBA
7.7 Counsel: Ms. Fannerella

8.3.2.3 Level II Competency Specialists for the E/F IPT

The E/F Level II Competency Specialists are identified below.

1.0 Program/Acquisition Management: CAPT Shepherd and Mr. Dicks
1.2 BFM: CDR Cuskey
1.6 T&E: Mr. Novak
2.0 Contracting: Mr.Shields and Mr. Haertle (engines)
3.0 Logistics: Mr. Mellon
4.0 Engineering: Mr. Gilpin
7.7 Counsel: Mr. Mohn

8.4 F/A-18 Program Team Staff

The F/A-18 Program has staff serving various crucial functions across the whole program. The staff categories and players, by name, are:

Supplier Performance: Mr. Scolpino

Special Projects: CDR Nevius, Mr. Sheed

Fleet Liaison/ Systems Safety: LCDR Graffis, LCDR Slowikowski

Configuration Management: Ms. MacPhee

Production/Acquisition Manager: Mr. Frazier

Information Management: Ms. Witte

E/F LRIP Manager: Ms. Mason

Program-Independent Assessment Manager: Ms. Herdt

Administration/ Office Manager: Ms. Sanderson

As staff, these people are resources to provide information to the program manager and IPT leaders, and to support the teams in their specific areas of focus. The individuals in these key staff positions have expertise in and focus on specific areas of responsibility and are accountable to the various IPT Leaders for the support they provide.

8.4.1 F/A-18 Program Team Administrative Support Team

The Administrative Support Team is led by Ms. Sandi Sanderson who works directly with the Executive Leadership Team in order to clearly define, and attend to, the various administrative needs of the organization. The team consists of: Nancy Turner, Lead Secretary for the Program Manager; Dee Persinger, Lead Secretary for the E/F IPT; a lead secretary for P&SD and FMS (position currently vacant); Christine Vargas, Travel Coordinator/ Timekeeper; Brenda Snyder, Receptionist and Steve Corum, Program Assistant. This team of highly professional individuals is responsible for the efficient handling of various administrative processes required to support the F/A-18 Integrated Product Teams. Administrative staff provided by the competencies will also be integrated into the team.

9.0 INTEGRATED PRODUCT TEAMS—DETAILED DESCRIPTION

This is where the work is done.

These teams are formed around products, not functions. First we offer ***a simple test for a product—"Is it something the fleet asks for?"*** The fleet, and our foreign customers, demand, for example, radars, landing gear, and weapons. They never send messages saying, "Send us some test and evaluation", or "send us some logistics." Consequently, for the purposes of this example, we have a radar team; we do not, and shall not, have a configuration management team or a T&E team.

We estimate we will have approximately 45 product teams, distributed across the three Level I IPTs, at any given time. Product teams exist at Level II or below on any of the Level I IPTs. Individuals often serve, concurrently, on more than one team. The number of teams is never fixed—new teams are forming as older teams, having completed their business, are disestablishing.

As shown in Figure 6, each of the three Level I IPTs is made up of multiple sets of Integrated ***Product*** Teams.

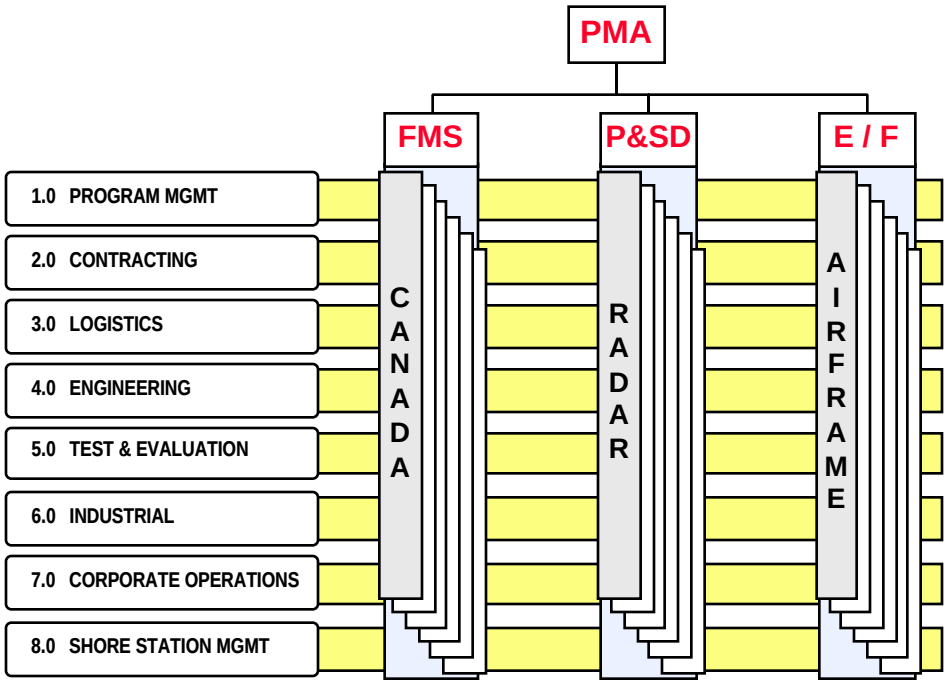


Figure 6. F/A-18 Program Office Organizational Concept Depicting Integrated Product Teams

Each Product Team is populated with members representing each acquisition discipline. The members can, and in most cases do, come from a mix of headquarters and field personnel. It is not unusual for contractors and support contractors to participate with their government counterparts on joint government-industry teams. (Yes, we are confident we can properly attend to the legal and ethical requirements for joint teams.) Members also come from other PMAs. For example, TAMPS is integrated on the F/A-18 by linking PMA233's TAMPS Core IPT with the F/A-18's TAMPS, 11C OFP Block IPT. These two IPTs are mutually dependent and mutually supportive. They enjoy some measure of common membership to ensure coordination and linkage.

It is the responsibility of the Program's Senior Competency Specialists to communicate personnel requirements to the CAO. Prospective team members are recommended by the Competency Managers to the Senior Competency Specialists. Their acceptance is signified by a signed Team Assignment Agreement between the Senior Competency Specialist and the Competency Manager (see section 12.1.)

Collectively, these team members work concurrently and in a multi-disciplinary fashion on their assigned product. ***Once assigned to a Product Team, members are committed to the product and work for the IPT leaders*** (see section 9.9). They are responsible to their respective Senior Competency Specialist (as well as to their competency supervisors) for the quality of their contributions in their respective areas of expertise—for the tools (such as systems engineering) in their toolbox.

9.1 Composition of Level II IPTs

The Level II IPTs are populated by the appropriate mix of individuals from the Program Office and competencies who possess the skills, experience, processes, training and expertise (the "tools") necessary to manage the acquisition of their particular product(s). Team member requirements are identified by the Level II IPT Leader, working in consultation with the Competency Specialists, and with final approval by the Level I IPT Leadership Team. Team members are provided through a formal agreement between the respective competency supervisors and the Senior Competency Specialists, as described in section 12.1. The PMA's *desire* is to have each IPT consist of members whose time is *fully dedicated to the Hornet Program* as much as practical; it is understood that there will be exceptions due to unique circumstances. The Level II IPT Leader is selected by the Level I IPT Leadership Team based on the particular phase of the program, as well as his/her professional qualifications. For example, in the early phase of an acquisition program, the Level II Team Leader may be a program management specialist, while in the latter stages of a program, the Level II Team Leader for the same team might be someone from the Logistics competency. The leader of a Product Team can come from any competency and either from within headquarters or from the field.

9.2 Roles/Responsibilities of IPT Leaders and Their Teams

One function of the IPT Leader is to organize and structure the team to accomplish its tasks efficiently and effectively; and another is to maintain a harmonious, cooperative and communicative work atmosphere within the team. The role of the IPT Leader is one of a team builder, consensus builder, communicator, and motivator... **a leader**. With respect to leadership style, on a continuum with consensus builder at one end versus autocrat on the other end, the consensus builder is the preferred style. **The IPT Leader's primary focus is product and program success.**

The Level II IPT Leaders are responsible for the day-to-day performance of their team. Although not line supervisors of their team members, they provide the daily direction and guidance to focus the performance of the team. They maintain close communications with the Level I IPT leadership, the Competency Specialists, fellow Level II IPT Leaders, and their associated Level III IPTs. They communicate program requirements to the team membership and pass resource requirements to the Level I IPT Leads. They provide the primary input to their team members' performance appraisals and FITREPs.

The Level II IPT Leaders are members of the Level I IPT Leadership Team. This Level I Leadership Team provides a forum for the Level II IPT Leaders to gain visibility into the issues that span the many products of their respective IPTs, as well as a vehicle to address those cross-IPT program issues. In a similar fashion, all Level III IPT Leaders are members of their associated Level II IPT, serving a linchpin function.

The various IPTs are mutually dependent and must be mutually supportive. For example, the FMS teams depend upon the P&SD teams to develop and acquire avionics and air vehicle upgrades. It is imperative that the respective FMS teams work closely with cognizant P&SD teams, and that P&SD teams focus required attention and energy on the myriad of acquisition management functions (contracts, budget, acquisition strategy, systems engineering, T&E, etc.) associated with the development, procurement, testing and support of particular avionics and air vehicle upgrades for FMS aircraft.

Level II IPT Leaders are responsible to their Level I IPT Leaders for the **cost, schedule, performance and supportability** of their respective product. They lead their multi-disciplinary IPT in supporting the acquisition strategy and executing the Team Work Plan (TWP) for the **acquisition** of their respective product. Specific IPT responsibilities include:

- Converting operational requirements into systems requirements
- Executing requirements flowdown
- Requirements traceability
- Formulation and tracking of POA&Ms
- Documentation in support of milestone decisions
- Conducting reviews in support of program schedules
- Identifying IPT resource requirements in consultation with Competency Specialists
- Recommending establishment of Level III and IV teams
- Establishing metrics appropriate to their task and measuring progress accordingly
- Promotion and incorporation of the tenets of Acquisition Reform whenever possible

9.2.1 Responsibilities Up, Down, and Across Teams

The table in Annex C provides a detailed depiction of the interrelationships of responsibilities and communications among and between teams, team members, team leaders and competencies.

9.3 Authority of Level II IPTs

The Level II IPT Leaders and their teams are empowered and have the authority to execute their responsibility for the cost, schedule, performance and supportability of their respective products. They will develop a TWP (tasks, budget, resources, schedule, deliverables), which will be approved by the Level I IPT Leadership Team. (For more on TWPs, see section 14.0.) Along with the team charter and Team Assignment Agreements, this approved TWP will serve as a contract between the Level II IPT and the Level I IPT leadership, which will define and bound the Level II IPT's limits of authority ("the box"). The Level I IPT leadership will delegate to the Level II IPT the **full responsibility, authority and accountability** to execute the Level II IPT's program as defined by the TWP. Specific areas of authority include:

- Administering the use of team resources (including budget) in accomplishment of team goals/objectives
- "By direction" signature authority as assigned for *designated* messages and correspondence
- Approval for travel and leave of full-time team members physically located with or in close proximity to their team leaders
- Major input on IPT members' performance appraisals/FITREPs
- Establishment of working relationships with PMAs for common systems

The Level II IPTs have the authority to adjust priorities and internal team budgets and schedules provided that other teams and programs are not affected, and the overall team cost, schedule and performance authority are not breached. Any activity (including external communications, correspondence, messages, or other documents) that: (1) changes the scope of the contract; (2) impacts overall cost, schedule or performance; (3) promulgates changes of policy; or (4) results in communications with higher authority external to the F/A-18 Program Team, must be elevated to their respective Level I IPT leadership. Along with the delegation of authority to effectively manage the acquisition program for an IPT's product, goes the concurrent accountability, as well as the obligation, to maintain close communication with their Level I IPT leadership.

9.4 LEVEL III TEAM DEFINITIONS

Level III teams consist of three types: Integration & Test, System Development, and In-Service Support. Each Level III Team Leader has the authority to:

- Establish resource requirements for his/her team.
- Execute to that team's approved plan within assigned budget, schedule, and task objectives.
- Schedule and conduct working-level reviews.
- Execute authority delegated by Level II team, e.g., bulletins, engineering investigation responses, etc.

9.4.1 Level III Integration & Test Teams:

Level III integration & test team activities involve the integration of systems and subsystems into the overall F/A-18 weapon system. It includes the planning, development, conduct, and analysis of individual subsystem testing, aggregate subsystem testing, and system level testing (including installed system test). These teams interrelate with linked Level III System Development teams during test-analyze-fix efforts and to ensure that test facilities/processes properly evaluate development products against their requirements.

These Level III teams are usually linked to a Level II team and consist of multidisciplinary government and/or contractor personnel. The Level III Team Leader is a team member of the parent Level II team and has the responsibility to keep the Level II Team Leader fully informed as to progress against assigned objectives and identification of problem areas in work.

9.4.2 Level III System Development Teams:

These teams' activities involve the conversion of system requirements into a product (hardware and/or software). These teams interrelate with linked Level III Integration & Test teams to ensure that products being developed will be properly evaluated against their requirements.

These Level III teams are usually linked to a Level II team and consist of multidisciplinary prime contractor personnel, although there may be some government/contractor teams. The Level III Team Leader is a team member of the parent Level II team, and has the responsibility to keep the Level II Team Leader fully informed as to progress against assigned objectives and identification of problem areas in work.

9.4.3 Level III In-Service Support Teams:

These teams' activities involve providing the full range of in-service support activities for a specific product.

These Level III teams are linked to a Level II team and consist of multidisciplinary government and/or contractor personnel. The Level III Team Leader is a team member of the parent Level II team, and has the responsibility to keep the Level II Team Leader fully informed as to progress

against assigned objectives and identification of problem areas in work. The Level III Team Leader is the Fleet point of contact for reporting Fleet in-service support problems, coordinating engineering investigations, and other in-service support activities.

9.4.4 Level IV Teams

These teams are established as required by Level III teams as sub-teams to work specific task areas in support of a Level III team objective. The Level III Team Leader flows down the necessary authority and budget for the Level IV team to accomplish its assigned objectives. The Level IV Team Leader is a team member of the parent Level III team and has the responsibility to keep the Level III Team Leader fully informed as to progress against assigned objectives and identification of problem areas in work. The Level IV Team Leader has the authority to:

- Establish resource requirements for his/her team.
- Execute to that team's approved plan within assigned budget, schedule, and task objectives.
- Schedule and conduct working-level reviews.

Execute authority delegated by Level III team.

9.5 FMS Product Teams

We have an FMS Product Team for each of the customer countries, plus a team for "new business." Management of unique systems requiring development and/or integration on FMS airplanes will be undertaken within P&SD. Figure 7 below depicts the relationship between FMS IPT Competency Specialists and the FMS Product Teams.

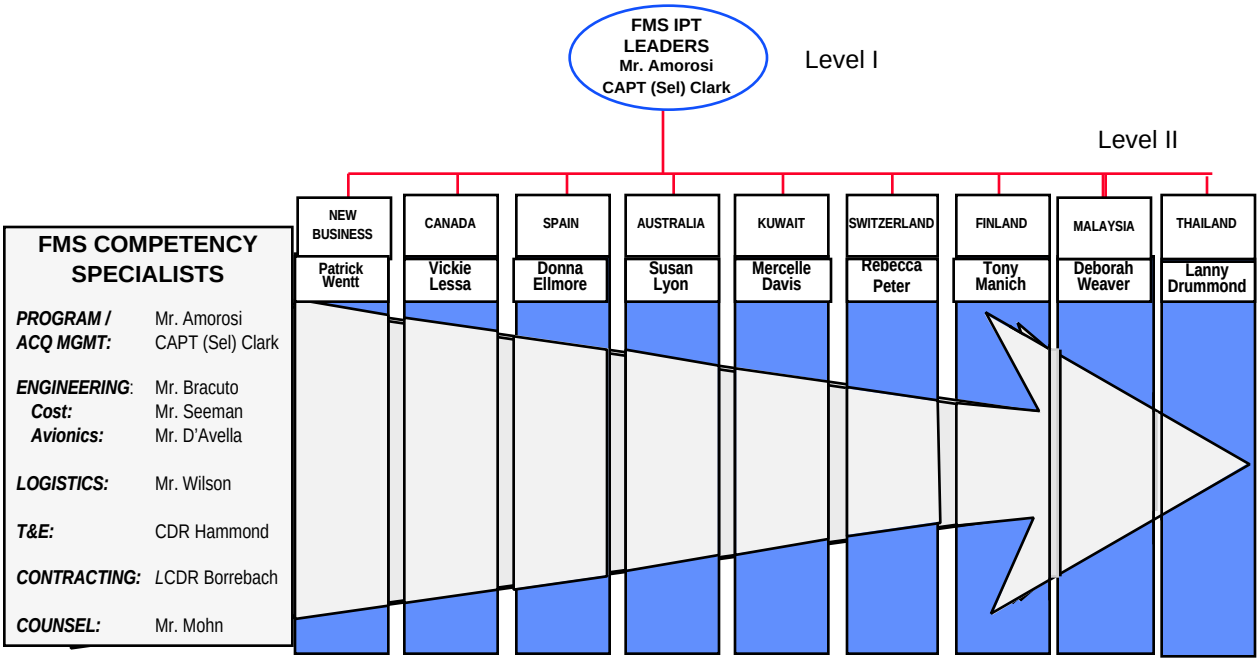


Figure 7. FMS Integrated Product Teams, Depicting FMS Competency Specialists

9.6 P&SD Product Teams

P&SD will have the most teams. The charter of the Level II P&SD Integrated Product Teams is acquisition management of their respective product(s)... e.g., radar, engines, EW, reconnaissance, etc. These level II IPTs have full-spectrum, multi-discipline, full life cycle and program management responsibility for their respective products. The Level II P&SD IPTs are depicted below in Figure 8.

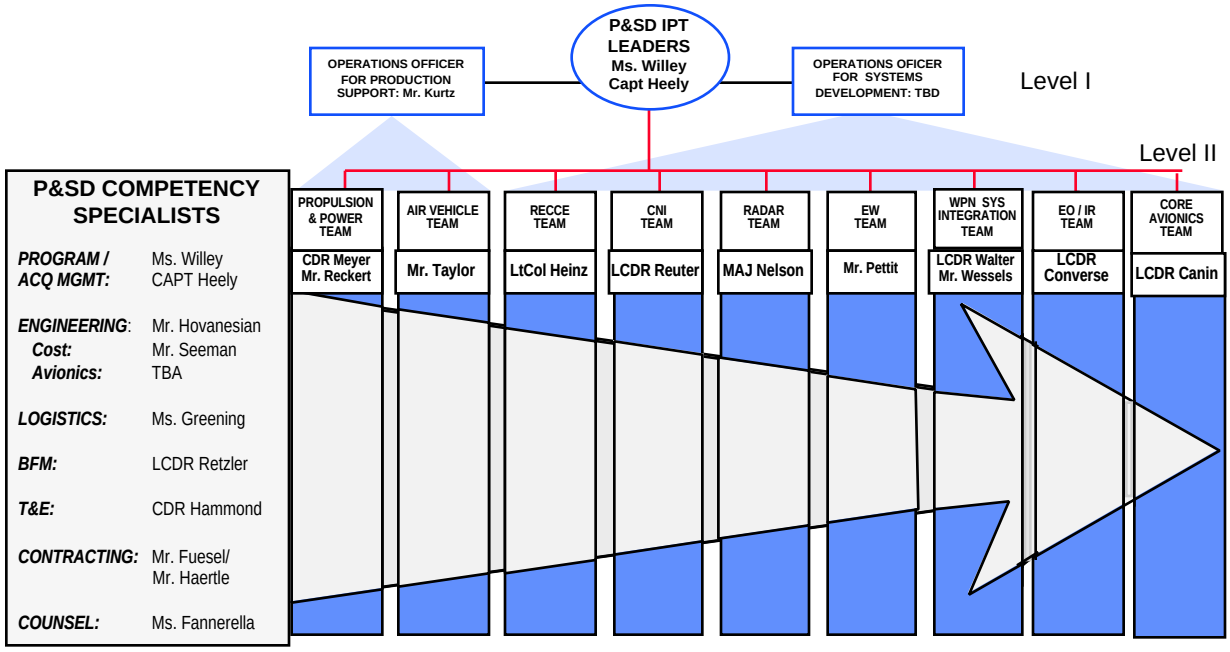


Figure 8. P&SD Integrated Product Teams, depicting P&SD Competency Specialists

9.7 E/F Product Teams

For development and support of the airframe and engine (F-414), the F/A-18E/F IPT maintains traditional E&MD, second-tier work breakdown structure teams. However, in that the E/F avionics suite is almost entirely common with that of the C/D, the acquisition, development, test, integration and support of avionics subsystems is managed entirely within P&SD. Figure 9 below depicts the relationship between E/F IPT Competency Specialists and the E/F Product Teams.

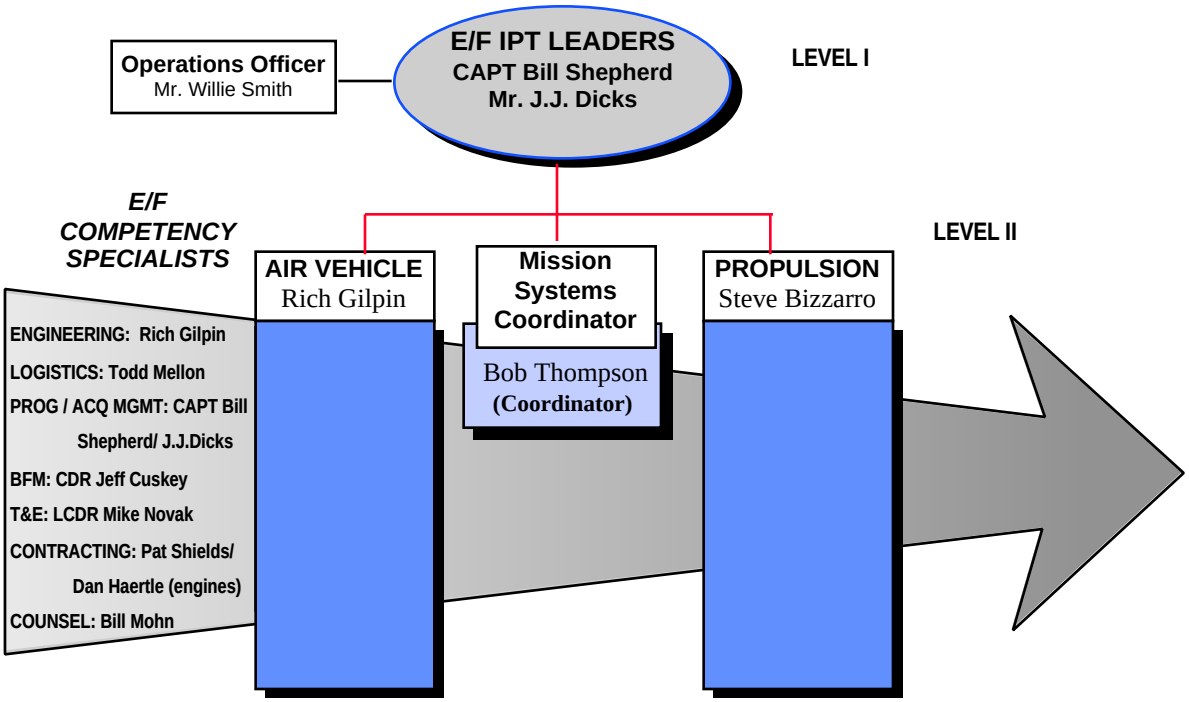


Figure 9. E/F Level II Integrated Product Teams and Mission Systems Coordinator, Depicting E/F Competency Specialists

9.7.1 E/F Mission Systems Coordinator

As described in section 9.7 above, the acquisition of E/F avionics and mission systems is managed in the P&SD IPT. In order to facilitate coordination and articulation of E/F unique requirements, an E/F Mission Systems Coordinator position is established. In this arrangement, the E/F Mission Systems Coordinator serves a role akin to a *supplier manager* in a supplier/ requirer relationship between the P&SD and E/F IPTs (depicted in figure 10) -- he/she retains full authority and accountability for delivery of the E/F avionics suite, but "outsources" the actual work to P&SD. He/ she is the E/F mission systems advocate; coordinates across the P&SD Level II IPTs and the E/F Level I & II IPTs. Specific duties include:

- Articulate E/F requirements for P&SD Level II IPTs
- Maintain visibility into cost, schedule and technical performance of unique E/F products
- Support trade studies
- "Deliver" products from P&SD to E/F
- Act as an E/F advocate for the WSSA and the E/F ITT
- Maintain situational awareness and provide information to the E/F Level I IPT Leads
- Coordinate funding between the E/F Level I IPT and P&SD Level II IPTs

Figure 10 below illustrates the relationship among the E/F Mission Systems Coordinator, the level II P&SD product teams and the level III teams.

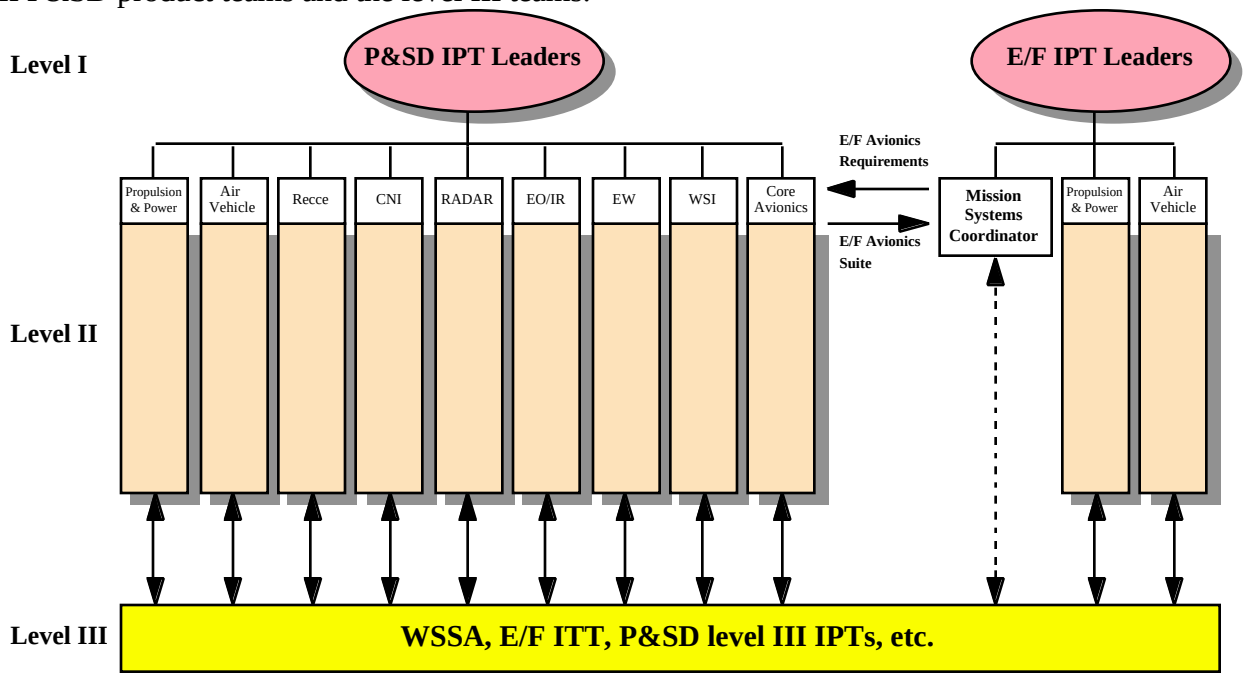


Figure 10. Depicts relationship among E/F Mission Systems Coordinator, P&SD and Level III.

9.8 Level III/IV Infrastructure in the Field - NAWC/ NADEPs

9.8.1 NAWC F/A-18 Project Coordinator's Role With Respect to Level III IPTs

The NAWCAD/WD *Project Coordinator* (CAPT (Sel) Jeff Wieringa at NAWCAD; Mr. Darryll Maxwell at NAWCWD) is formally designated by NAWCAD/WD and PMA265 to act as a single focal point within NAWCAD or WD for PMA265. As such, he/she receives Hornet Program Team requirements, policy/planning and guidance inputs from the Program Team, is responsible for coordinating efforts on behalf of the Program Team which may cross boundaries between NAWC sites, and is responsible and accountable for project cost, schedule and team performance. In addition, the NAWC Project Coordinators are accountable to their respective associated test squadron Commanding Officers for safety and for compliance with test squadron standard operating procedures. The relationship of the NAWCAD/WD F/A-18 Project Coordinator to the Level III IPTs is akin to that of the Fleet's *Functional Wing Commander* to the squadrons over which he has *administrative* responsibility... the *administrative chain of command* vis-à-vis the *operational chain of command*. The Project Coordinator provides an overarching coordination, enabling, connectivity, and leadership role (*pseudo-admin*...budget, priorities, broad perspective, "Grayhead" role) over the Level III & IV IPTs and Platform Coordinators; while the Level II IPT Leaders provide the *operational "control"*. Or, another way to visualize it, the Level III IPTs perform test & integration project work on products under the cognizance, authority and direction of their respective Level II Product Team... the Level III IPTs are connected "administratively" (aggregated budget inputs, facility management and test aircraft asset management/ prioritization, etc.) to the Project Coordinator. The Project Coordinator serves in a strategic role... in the far horizon, as opposed to the Platform Coordinator's horizon being the near term, i.e., day-to-day operations. The NAWCAD/WD Project Coordinators serve as ad hoc members of the F/A-18 Executive Leadership Team chaired by the PMA.

9.8.2 NAWCAD F/A-18 Platform Coordinator

The F/A-18 Platform Coordinator [Dave Stefanic (P&SD), Rusty Lowry (FMS), and Steve Kapinos (E/F)] is the F/A-18 aircraft test platform asset manager... the person who acts as the interface between the Test Squadron operations and maintenance functions (top level scheduling and priorities), external activities such as MDA, APML or Facilities & Ranges, and the various Level II & III IPTs and support structure. He/she determines allocation of test aircraft resources and prioritization of test asset use (e.g., negotiates OPNAVINST 4790.2 special inspections versus flight test scheduling, as well as arbitrates and coordinates test aircraft requirements and use by several different test teams competing for resources). At Patuxent River, he coordinates the day-to-day operations within the P&SD/FMS "Project Office" providing an overarching connectivity and guidance for the Level III IPTs. The Platform Coordinator works closely with the NAWC Project Coordinator and the PMA's T&E Coordinator in order to be fully cognizant of the Program Team's priorities and to properly allocate test resources to meet requirements. Selection of the person to serve in this capacity is by agreement between the respective Test Squadron/ Wing Commanding Officer (i.e., 5.5) and the Program Manager (or designated representative, e.g., NAWCAD Project Coordinator).

9.8.3 NAWCAD P&SD/FMS "Project Office"

The NAWCAD Project Coordinator and P&SD and FMS Platform Coordinators, combined with their office staff (BFM, Flight Schedules, clerical), form that which can be visualized as a "*virtual* project office" which is superimposed and connected horizontally across the Level III P&SD and FMS Integrated Program Teams. This horizontal connection is characterized in a manner such as that discussed with the Project Coordinator's role in 9.8.1 above. The P&SD/FMS Project Office provides the overarching coordination, enabling, connectivity, and leadership role (*pseudo-admin*...budget, priorities, broad perspective, "Grayhead" role) and test aircraft management/ scheduling for the Level III IPTs and their respective integration & test projects.

9.8.4 NAWCWD F/A-18 Weapon Systems Support Activity (WSSA)

The F/A-18 Weapon System Support Activity (WSSA) is an infrastructure supporting Level III Integrated Product Teams (IPT's). The WSSA provides life-cycle systems engineering for the USN, USMC, and Foreign Military Sales (FMS) F/A-18 mission systems. The WSSA is Chartered to accomplish the following:

- Mission system development/test activity for in-production USN and FMS F/A-18 C/D Aircraft.
- System and software design agent for F/A-18 A/B mission systems
- System engineering support and software development activity for the F/A-18 E/F program.

Performance to this Charter results in delivery of two products. These are the Fleet and FMS Block Software Upgrades, and acquisition products.

In their product areas, Level II IPT leads exercise operational control of the WSSA. Through the several Level II IPTs, the WSSA supports the FMS, P&SD and E/F Level I IPTs.

The WSSA is an Integrated Navy and Industrial Product Team. The members are from NAWCWD, the McDonnell Douglas Aerospace Corporation (MDA), Hughes and local China Lake support contractors.

Mr. Darryll Maxwell is the WSSA F/A-18 Project Coordinator as defined in paragraph 9.8.1. In this capacity he is the WSSA IPT Leader, and an ad hoc member of the Executive Leadership Team. Additionally, senior leadership consists of the following: IPT Operations, Libby Chan; Senior Military Officer, CDR Eli Hertz; Chief Engineer, TBD; and Test and Evaluation, Fred Lentz

and LCDR Corey. The senior leadership provides horizontal coordination, enabling, connectivity, leadership, and test aircraft management/scheduling to the WSSA IPT.

WSSA products cross or incorporate many of the Level II IPTs product lines. This is especially true for software block upgrades. The WSSA IPT has key team leaders, or "block" leads, that maintain an overarching coordination, enabling, connectivity, and leadership role over the WSSA IPT in their product areas. These products are Foreign Military Sales, F/A-18 E/F, A/B Block, C/D "in-work" Block, C/D "start-up" Block, Weapons Integration Acquisition, and Mission Systems Acquisition.

In addition, the Project Coordinator assigns Lead Project Engineers for individual acquisition products. They generally will report to a single Level II IPT leader for operational direction. The products include such things as an upgraded Radar, a new Electronic Warfare (EW) suite, improvements to the Communications Navigation Identification (CNI) systems, etc.. The Lead Project Engineers execute the acquisition program at the WSSA. The tasking starts with the functional requirements and flows through all seven phases of an acquisition cycle.

The WSSA is further divided into IPT Task Teams that accomplish the requirements, design, development, verification and validation of our products. These teams support the various leaders of the software blocks and acquisition products (described above) with the engineering and technical services required to deliver a product. The IPT Task Teams include the following: Facilities/Data, Test Support, FMS Engineering, Radar, Air Vehicle Management Systems, Safety of Flight, Air-to-Air, Air-to-Ground, Electronic Warfare, EO/IR, Software Development, CNI, and Systems Analysis.

Generally each leadership position is assigned to two IPT members and includes a pilot or Naval Flight Officer (NFO) qualified in the F/A-18.

While the WSSA is an integrated Level III IPT, occasionally, smaller Level III IPTs are formed for specialized, short term, support to a Level II IPT. However, the WSSA IPT continues to maintain a coordination, enabling, connectivity, and leadership role.

9.8.5 F/A-18E/F Integrated Test Team (ITT)

The Naval Air Warfare Center Aircraft Division (NAWCAD), Patuxent River, MD is designated the principal site for Development, Test and Evaluation (DT&E) of the F/A-18E/F aircraft. In accordance with the detailed specification, the F/A-18E/F E&MD flight test program is being conducted under an integrated contractor and government team concept. Thusly, the purpose, scope and requirements of government developmental testing are being accomplished by incorporating government test requirements and objectives into integrated contractor and government test plans. To this end, the contractor and government have formed an Integrated Test Team (ITT) to conduct all contractually required functional, system, and air vehicle flight tests. The ITT is comprised of members from both the contractor and government. This includes side-by-side working arrangements in functional areas of aircraft developmental test. The contractor-led ITT is responsible for the conduct of the developmental flight test program. Contractor members of the ITT, as well as contractor Product Definition Team (PDT) members in St. Louis, support the Contractor Flight Test Director (CFTD), Mr. Pete Pilcher, in preparing and approving Test Work Descriptions (TWDs) and assuring planned testing is conducted safely and efficiently. The contractor ITT members are responsible for coordinating with contractor PDTs at the contractor's facility to ensure that flight test data satisfies the demonstration requirements. The contractor remains accountable for all contractual efforts. The Government Flight Test Director (GFTD), CDR Bob Wirt, is the primary interface between the contractor and the government at Patuxent River. The government members of the ITT are primarily responsible for identifying and incorporating government unique requirements into the Master Test Plan and TWDs. Government

members of the ITT and E/F IPT support the GFTD in preparing and approving TWDs and assuring planned testing is conducted safely and efficiently. Government members of the ITT review ITT generated data for adequacy, evaluate and analyze data to support flight test, assess mission effectiveness, and ensure that government management is informed on program status and issues. Members of the ITT witness formal demonstration tests as required. Government and contractor pilots participate in all phases of the E&MD flight test program. The F/A-18E/F ITT is considered a level III integration & test IPT, but operates under the direct cognizance of the E/F level I IPT Co-Leadership.

9.8.6 NADEPs

A significant portion of the F/A-18 level III IPTs' functions are performed by IPT members located at the NADEPs... North Island, Jacksonville, and Cherry point. Formerly known as the cognizant field activities (CFA) for the F404 engine and the airframe respectively, NADEPs Jacksonville and North Island are now considered sites of F404 Engine and Air Vehicle In Service Support Teams (ISSTs). Also, NADEP Cherry Point is the site of work performed in support of the APU, Generator and Air Turbine Starter Unit. The ISSTs at the NADEP sites draw on the Logistics (3.0), Engineering (4.0) and Industrial (6.0) competencies to provide the team members with the requisite expertise and experience to populate those teams. IPTs at North Island perform work associated with the air vehicle... logistics (Maintenance plan, inspection bulletins, publications), component repair, MCAPP; IPTs at Jacksonville perform work in support of the F404 engine and also repair of air vehicle components. Work is performed at all three NADEP sites in support of organization-, intermediate- and depot- level functions.

At NADEP Jacksonville, Roy Luke has been designated the *Depot Program Manager* for the F404 Engine. As such, he is the spokesman for the F/A-18 level III F404 Engine teams at that NADEP site... the focal point for all production issues and voice for all engine-related work at the NADEP. He is the advocate for the teams in interfacing with the NADEP planners and is the sole spokesman for production, workload, changes in work scope, capability and capacity (with respect to the F404 engine). Rick Reckert is the F/A-18 Propulsion & Power Level II IPT Co-lead, and as such, plays a role complimentary to Roy Luke's (i.e., customer - supplier relationship). Darrell Kent is the level II Propulsion & Power IPT member sited in Crystal City who has responsibility for working Depot corporate-wide issues for the IPT.

At NADEP North Island, the Level III IPT Leader for the F/A-18 Air Vehicle In-Service-Support-Team (ISST) (Engineering & Logistics) is Steve Springer. As such, he is responsible for coordination of all the production efforts of the ISST members who originate from the 3.0 and 4.0 competencies and who perform the engineering and logistics support of the F/A-18 aircraft. In a parallel fashion, Frank Widick is the Level III IPT Leader for the F/A-18 Air Vehicle ISST (Depot production) coordinating production efforts in component repair and MCAPP performed by folks from the 6.0 Competency.

9.8.7 F/A-18 Support Equipment Coordination Role

At Naval Air Warfare Center Aircraft Division Lakehurst, NJ, Mr. Greg Heller (for P&SD), Mr. Dave Page (for E/F), and Mr. Tom Harder (for FMS) are the Hornet Program Team's Support Equipment (SE) Coordinators. In a role somewhat similar to the NAWCAD Project Coordinator, they receive Program Team requirements, policy/planning and guidance inputs from the Program Team and specifically the Level II IPT Leaders. They are responsible for coordinating SE efforts on behalf of the Level II IPT's which cross NAWC, NADEP and other sites boundaries. The SE Coordinator is responsible for facilitating and coordinating overall cradle to grave SE planning, budgeting, development, acquisition and in-service support accross the teams. This effort is accomplished through use of multidisciplinary government and contractor personnel from the

management, contracting, logistics, engineering, T&E, and corporate financial competencies across all sites/ teams.

There is an SE "Rep" on each Level II IPT who is the team member responsible for executing each team's approved FMIS plan within assigned budget, schedule and task objectives. The SE rep provides SE expertise to that team and leads its respective Level III SE product team. It is envisioned that the SE Level III teams will be established based on the life cycle phase of the SE (i.e. Radar SE Systems Development Level III Team, Air Vehicle SE In-Service Support Level III Team, etc.) The SE Coordinators provide overarching connectivity among all SE reps and their associated efforts including coordinating resource requirements for each team, funding distribution and tracking, establishing outyear budgets, and coordinating centralized procurement, planning and execution.

9.9 Supervision Versus Direction

A team member of an IPT actually has two "bosses." He/she receives ***direction*** from his/her IPT Leader, and ***supervision*** from his/her Competency Manager. The IPT member responds to day-to-day **direction** from the IPT leader in contributing to the IPT's accomplishment of work objectives. Meanwhile, the IPT member is obligated to remain in touch with his/her Competency Manager (first line **supervisor**) in order to stay current with competency policies, directives, and lessons learned. The IPT member is responsible for keeping the Competency Manager informed on technical matters which may require "Greyhead" advice.

As folks settle into their new roles in the CAO/IPT organization, Competency Managers are seeking to find that proper balance in providing value-added, yet "non-obtrusive" oversight to their folks who are deployed to IPTs. So how does the Competency Manager strike this balance? Described below is one scenario that could apply.

Example:

Without being responsible and accountable for the product to which her competency members contribute (the teams' products), a Level 3 Competency Manager, Ms. Smith, ***is*** responsible for the performance of her competency members who work on teams. She manages her competency members' contribution to teams by providing them with a set of competency-unique **processes, guidelines, procedures and boundaries** within which to operate. She establishes a communication vehicle (process) by which to stay in touch with these people she supports. This support is in the form of coaching, mentoring, training and career development. She certifies and empowers those qualified, and maintains a "short leash" on those not yet qualified. She receives feedback (in the form of lessons learned and best practices), and sees that these are incorporated into work performed by her competency members on various teams. She establishes a rapport with IPT leaders, and sets up a feedback mechanism so she and her Level 4 Competency Managers can monitor the performance of their competency members. She develops mechanisms to non-obtrusively remain current on the highlights of her members' programs (invitations to technical progress reviews, PMA briefings, IPT briefings, etc.).

9.10 Team Charters

9.10.1 Charter Contents

Each IPT shall develop a charter which will be approved by its respective Level I IPT Leadership Team and reviewed annually. The charters will contain each team's objectives, scope of responsibilities, team membership, and the boundaries of authority for that team. The charters communicate expectations of Level I IPT leadership and, along with the TWP and Team Assignment Agreements, serve as a "contract" between the team and the Level I IPT leaders. Annex B contains a charter template and a sample charter .

9.10.2 Charter Authority

Each charter will reflect the delegation of authority it has received from its "parent" team. For instance, Level IV teams receive their boundaries of authority and empowerment from the area of responsibility in the cognizance of their Level III parent team. That Level III team receives *its* authority from its Level II parent; and *all* teams are responsible and reportable to the Level I IPT leadership.

9.11 Collocation

We believe collocation is an important aspect of our TEAM's concept of operations, and should be undertaken where practicable. The determination of practicality should be weighed most heavily in favor team effectiveness. We also believe it is important to physically locate other team members with or in close proximity to their team leaders (at headquarters *and* in the field) whenever practicable.

9.12 Training

We believe team training is a critical element of an empowered and effective work force, and we most strongly applaud the Program Management Competency's efforts in developing a process for team training. It is the program's intent to fund program-specific training for F/A-18 Program Team members.

10.0 LEADERSHIP TEAMS

10.1 PMA265 Executive Leadership Team

The PMA265 Executive Leadership Team (ELT), depicted earlier in Figure 4, is made up of the PMA, the six level I IPT co-leads, the NAWCAD/WD Project Coordinators and the program's Senior Competency Specialists. They are the program's "Board of Directors." They are vested with top-level decision-making authority, and are responsible for setting the tone and bearing of the program. Consensus development and collegial spirit shall be the rule. However, the Program Manager, as the single individual responsible and accountable for the quality of the products, shall "retain 51 percent of the board's vote." (The rules of conscience and recourse shall always apply.)

The ELT sets the program's speed and direction—the overall program "vector." The energy and efforts of the many empowered Product Teams must be aligned or made coherent to move the program forward. This is the IPT Leader's responsibility for each of the three business groups and the ELT's challenge and responsibility for the overall program. Figure 10 graphically illustrates this point.

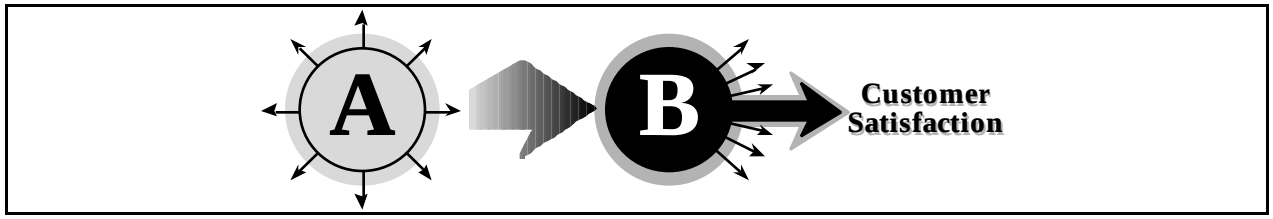


Figure 10. The "Vectors"—(A) Empowered, but Misdirected and Incoherent; and (B) Empowered, Coherent, and Aligned With Customer's Needs

Empowered teams must receive the coaching and leadership necessary to keep the customer firmly in their sights. Without this, their contributions may be random and may not always be in the best interest of the program. A specific example would be schedule management. A Product Team will be empowered to change its product milestones to optimize development. When an IPT's schedule

change would impact other products and/or the milestones to which the Program Manager is committed, then that IPT must seek guidance from the ELT.

10.2 Level I IPT Leadership Teams

The Level I IPT Leadership Teams (FMS, P&SD and E/F) are comprised of the Level I IPT Co-Leaders, the Level II Competency Specialists, The Operations Officers (if designated) and the Level II IPT Leaders. Each Level I IPT Leadership Team is responsible to execute the vision and the overall "vector" provided by the PMA265 ELT. The IPT leaders (e.g., for P&SD, CAPT Tim Heely and Ms. Gail Willey) serve as linchpins to the PMA265 ELT, and are ultimately responsible and accountable to the PMA for cost, schedule and performance of their assigned programs. As such, they "retain 51% of the vote" within their Level I IPT Leadership Team, while also endeavoring to apply consensus development and collegial spirit. Responsibilities of the Level I IPT Leadership Teams include:

- Exercise management and direction for their product teams
- Cost, schedule, performance and supportability of their IPT's products, including those which cross over to one or both of the other Level I F/A-18 IPTs
- Maintaining a broad situational awareness to include products that cross into one or both of the other F/A-18 IPTs
- Resource allocation
- Conflict resolution
- Communication of priorities to product teams
- Receipt and integration of IPT feedback
- Establishment of IPT training requirements
- Approving the establishment of Level II and III IPTs

10.2.1 FMS Leadership Team

The FMS IPT Leadership Team is made up of the following individuals:

- FMS IPT co-leads, CAPT (Sel) Clark and Mr. Amorosi
- FMS Competency Specialists
  - Program Management, Mr. Amorosi and CAPT (Sel) Clark
  - T&E, Mr. Lowry
  - Contracting, LCDR Borrebach
  - Logistics, Mr. Wilson
  - Engineering, Mr. Bracuto
  - Counsel, Mr. Lee
- Level II IPT Leaders
  - New Business, Mr. Wentt
  - Canada, Ms. Lessa
  - Spain, Ms. Ellmore
  - Kuwait, Ms. Davis

Switzerland, Ms. Peter

Finland, Mr. Manich

Malaysia, Ms. Weaver

Australia, Ms. Lyon

Thailand, Mr. Drummond

10.2.2 P&SD Leadership Team

The P&SD IPT Leadership Team is made up of the following individuals:

- P&SD IPT co-leads, Ms. Willey and CAPT Heely
- P&SD Competency Specialists

  Program Management, CAPT Heely and Ms. Willey

  Business/Financial, LCDR Retzler

  T&E, CDR Hammond

  Contracting, Mr. Fuesel and Mr. Haertle

  Logistics, Ms. Greening

  Engineering, Mr. Hovanesian
  Counsel, Ms. Fannerella
- Operations Officer for

  Production Support, Mr. Gary Kurtz
  Systems Development, TBA
- Level II IPT Leaders

  Propulsion, CDR Meyer and Mr. Reckert

  Air Vehicle, Mr. Taylor

  Recce, LtCol Heinz

  CNI, LCDR Reuter

  Radar, MAJ Nelson

  EW, Mr. Pettit

  Weapon System Integration, LCDR Walter and Mr. Wessels

  EO/IR, LCDR Converse

  Core Avionics, LCDR Canin

10.2.3 E/F Leadership Team

The E/F IPT Leadership Team is made up of the following individuals:

- E/F IPT leads, CAPT Shepherd and Mr. Dicks
- E/F Competency Specialists

  Program Management, CAPT Shepherd and Mr. Dicks

  Business/Financial, CDR Cuskey

T&E, Mr. Novak

Contracting, Mr. Shields and Mr. Haertle

Logistics, Mr. Mellon

Engineering, Mr. Gilpin

Counsel, Mr. Mohn

- Level II IPT Leaders

  Propulsion & Power, Mr. Bizzarro

  Air Vehicle, Mr. Gilpin
- Operations Officer, Mr. Smith

10.2.4 P&SD/ E/F IPT Operations Officers

Within the P&SD and E/F Level I Team leadership, there are Operations Officers assigned to assist the Level I management with the day-to-day operations of the P&SD and E/F IPTs. These positions are clearly segregated by the Integrated Product Teams over which they concentrate their management support efforts. The Operations Officer for P&SD Production Support primarily works to support the Propulsion & Power and Air Vehicle IPTs. The Operations Officer for P&SD System Development primarily supports the Reconnaissance (Recce), CNI, Radar, EW, Weapon System Integration, Core Avionics and EO/IR Integrated Product Teams. Likewise, the E/F Operations Officer supports the E/F Propulsion & Power and Air Vehicle teams. These positions are not line management within the P&SD and E/F organizations, as the intention is to specifically avoid an additional layer of management. IPT leaders and Competency Specialists continue to have direct access to the Level I Team Leaders. The Operations Officers provide the authority for continued program operations in the absence of the Level I Team Leaders. These “stay-at-home” coordinators have full authority to prioritize all workload to IPTs, provide Level I signature authority for IPTs, maintain a full level of empowerment for programmatic issues, and execute P&SD and E/F leadership team guidance/direction. These Operations Officers are programmatic integrators vice functional integrators. They are catalysts in the accomplishment of day-to-day activities in the P&SD and E/F organizations. They provide the big picture across the whole program to P&SD and E/F respectively, and also externally to other F/A-18 IPTs. The Operations Officers resolve scheduling conflicts for major program meetings, and provide the coordination oversight to make optimum use of personnel resources, meeting times, and office space across the P&SD and E/F programs.

11.0 RELATIONSHIP WITH CAO

The CAO is responsible for processes, resources, training and certification.

From our experience as an early prototype Program Team, we believe the major challenge of the CAO is, first, to shift world views from functional line management to becoming a world class provider of resources and services. Next, to evolve the TEAM processes into clearly articulated and well-communicated resource materials. As we have reached out and attempted to put hands on TEAM process definitions, we have found much of our corporate knowledge to be vested in too few individuals within a culture that failed to adequately document corporate memory. We believe a “product/mission relation” approach to defining processes requirements should be considered. By that, we mean the IPTs may be able to significantly assist the CAO by identifying which processes are most urgently needed.

12.0 RESOURCE ALLOCATION AND DEMAND

We believe the CAO must strongly consider the requirements of the end product when negotiating personnel allocation with program managers. We recognize that this may sound self-serving when coming from the F/A-18 program; nevertheless, we hope and trust we would subscribe to this position regardless of program size. We appreciate the discussion we have had with competency leadership regarding "fairness" to all programs and the need to evenly distribute the strong players. However, we believe that the TEAM, like any corporation, must consider market share and ordinal product ranking when assigning people to teams. ***F/A-18 IPT Leaders, via the CAO, are responsible and accountable to gather team members with the capabilities necessary to deliver Hornets to our customers.*** Any shortcoming needs to be quickly identified to the Program Manager and elevated to the PEO and the Senior Competency Leadership.

The following process is designed for populating both new and existing Level II teams. It could also be used to populate and resolve resource conflicts for Level III and lower teams that exist at TEAM sites.

12.1 Identification and Acceptance of Team Members

12.1.1 New Teams

The Senior Competency Specialist will receive the Level I IPT Leader's direction on the new team's requirements (task objectives and schedule) and authority (budget, signature). The Senior Competency Specialist will then work with the Level II Competency Specialists to identify the resources needed from each competency to populate the new team in order to accomplish their objectives. Informal discussions may occur at this time between the Senior Competency Specialist, Level II Competency Specialists, and Competency Managers to better define functions and responsibilities of individual team members. The recommended team resource requirements will then be drafted in a proposed Team Assignment Agreement for each team member by the Senior Competency Specialist. The Senior Competency Specialist will then present the proposed Team Assignment Agreement to the Level I Leadership Team for comment and approval.

12.1.2 Existing Teams

The Level II Team Leader, as part of the TWP annual update, will reassess team resource requirements. This reassessment may also result from a significant change in team tasking, budget, or schedule. Proposed modifications to Team Assignment Agreements will be discussed with the Senior Competency Specialists, Level II Competency Specialists, and (if needed) Competency Managers. Any new or modified Team Assignment Agreements will then be drafted by the Level II Team Leader and submitted to the Level I Leadership Team for comment and approval.

12.1.3 All Teams

The proposed Team Assignment Agreement presented to the Level I Leadership Team shall not identify the team member by name, but will describe the desired function that person will perform, the competency from which that person will originate, and what percentage of that person's time is desired. If the individual in that position spends more than 70% of his/her time on the F/A-18 program and is physically located with or in close proximity to his/her team leader, the 'Administrative functions delegated to Team Leader' choice should have "YES" circled.

The Level I Leadership Team will provide any special requests at that time, e.g., specific people desired or not desired. The Senior Competency Specialist will then coordinate the approved Team Assignment Agreement with the appropriate Competency Manager. The Senior Competency Specialist will be the PMA representative in achieving a "handshake" with each Competency Manager. The Senior Competency Specialist will discuss the proposed Team Assignment Agreements with each of the affected Competency Managers. Each Competency Manager will identify available personnel (by name) who have the potential to satisfy the proposed Team

Assignment Agreements. If the Level II Team Leader, Level II Competency Specialist or the Senior Competency Specialist has reservations about the qualifications of any identified candidate, they will document these concerns via memo to the Competency Manager for resolution. No Team Leader or Competency Manager will take unilateral action on team membership assignments without agreement. A Team Assignment Agreement is required to be completed between and signed by the Senior Competency Specialist and Competency Manager documenting the "handshake." This agreement will identify, by name, who is being assigned from that competency, to which team, what percentage of his/her time, and if that person's administrative functions are delegated to the Level II Team Leader. This will constitute formal acceptance of the team assignments, and the Team Leader can begin then project execution. For a new team, the signed Team Assignment Agreements should be used in generating the Team Work Plan relevant to that team. Figure 11 depicts the process for team staffing. Figure 12 shows the Team Assignment Agreement form.

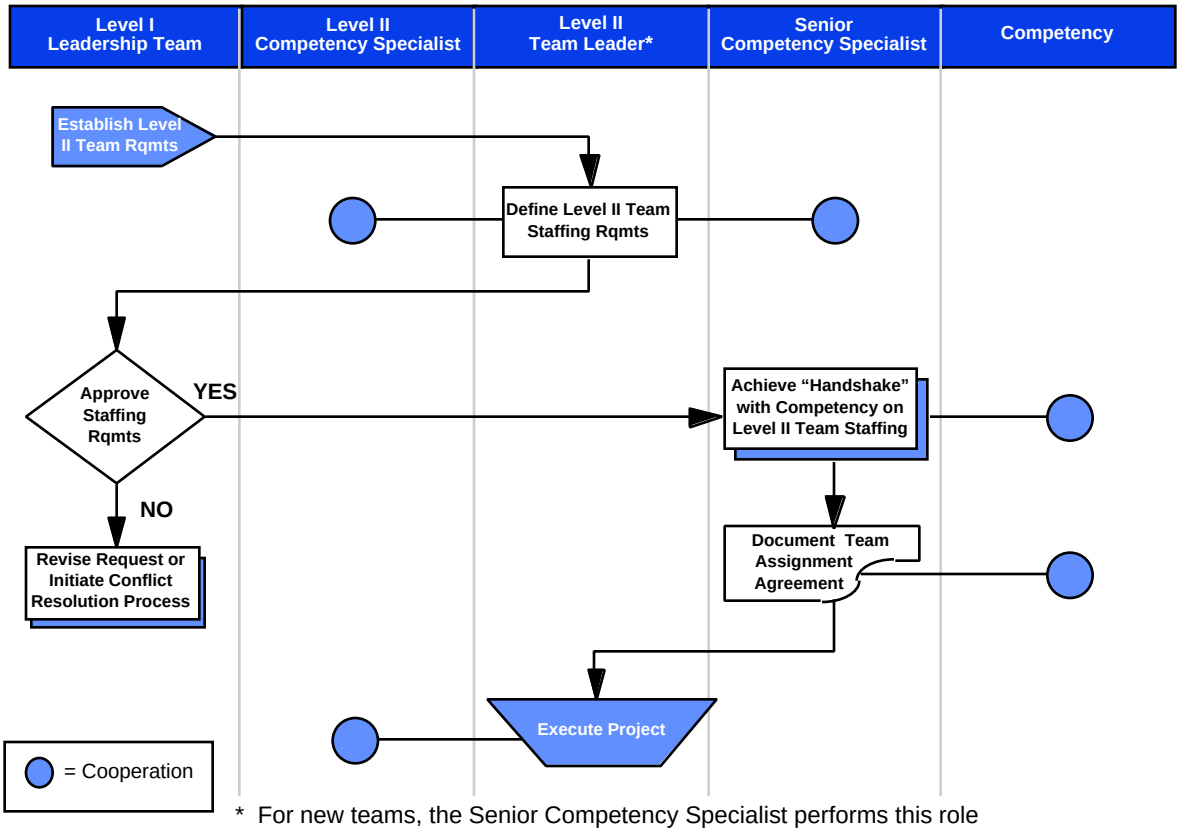


Figure 11. Team Staffing Flowchart

TEAM ASSIGNMENT AGREEMENT

Purpose: To describe the roles and responsibilities of _____ performing as _____ on the _____ team.

Tasks / Functions: (Briefly describe the member's assignment on the team.)

Availability and duration: (Percentage of time individual is committed to team, and duration of assignment.)

Team Work Plan (TWP): (Reference applicable TWP paragraphs.)

Certification: (Describe the boundaries within which the individual can act independently in terms of technical processes, best practices, design norms, procedures, etc. Also describe whether or not and to what extent signature / approval authority is delegated.)

Performance Evaluation: (Define / attach work plan performance elements for team member and define frequency and form of evaluation input.)

Collocation: (Define collocation requirements, if applicable.)

Issue Resolution: Resolution of issues will be at the lowest possible level. Issues/conflicts resolution will be worked "horizontally" before working "vertically." The Program Operating Guide defines the specific issue resolution process.

Administrative Functions Delegated to Team Leader*: YES or NO
* Administrative functions delegated to Team Leader, i.e. approval for travel, leave, work schedule changes, and timecards.

_____	_____	_____	_____
Competency Manager	***Date***	***Senior Competency Specialist***	***Date***

Figure 12. Team Assignment Agreement

12.2 Team Staffing Conflict Resolution

If disagreements arise based on a candidate's qualifications, lack of availability, or quality of performance, it is expected that, in most cases, the differences will be worked out informally between the Senior Competency Specialist and the Competency Manager. When this is not possible, they will each informally notify their respective chains of command of the conflict identified for resolution, and initiate the Team Staffing Conflict Resolution process. The Senior Competency Specialist will initiate the process by documenting the facts of the conflict via memo (including results of discussions with the Competency Manager), and forward it to the Level I Leadership Team. The Level I Leadership Team will review the memo with respect to the original staffing requirement, and make a determination as to whether or not that staffing requirement is still valid. If the original staffing requirement is no longer valid, the Level I Leadership Team will direct the Senior Competency Specialist to revise the Team Assignment Agreement in accordance with the Level I Leadership Team's guidelines. If the Level I Leadership Team determines that the original staffing requirement is still valid, they will forward the conflict facts memo to the Competency Manager's immediate supervisor, who in turn will assign the action to the Competency Manager to document the Competency's position/response to the conflict facts memo. In cases where qualified candidates are not readily available, the responsibility for remedial action lies with the Competency Manager for timely resolution. This involves weighing priorities of available resources or initiating action for contractor support. In all cases, the Competency Manager is to formally respond (in writing) to the Senior Competency Specialist within 30 days. This response should include options evaluated, solution(s) recommended, and other considerations that were part of the decision process. This could include movement of personnel to/from the competency homeroom. Resolved conflicts will result in revised Team Assignment Agreements. Unresolved conflicts will be elevated via the Conflict Resolution process documented in Section 17.0 of the F/A-18 Program Operating Guide for resolution. The process for resolving team staffing conflicts is shown in figure 13.

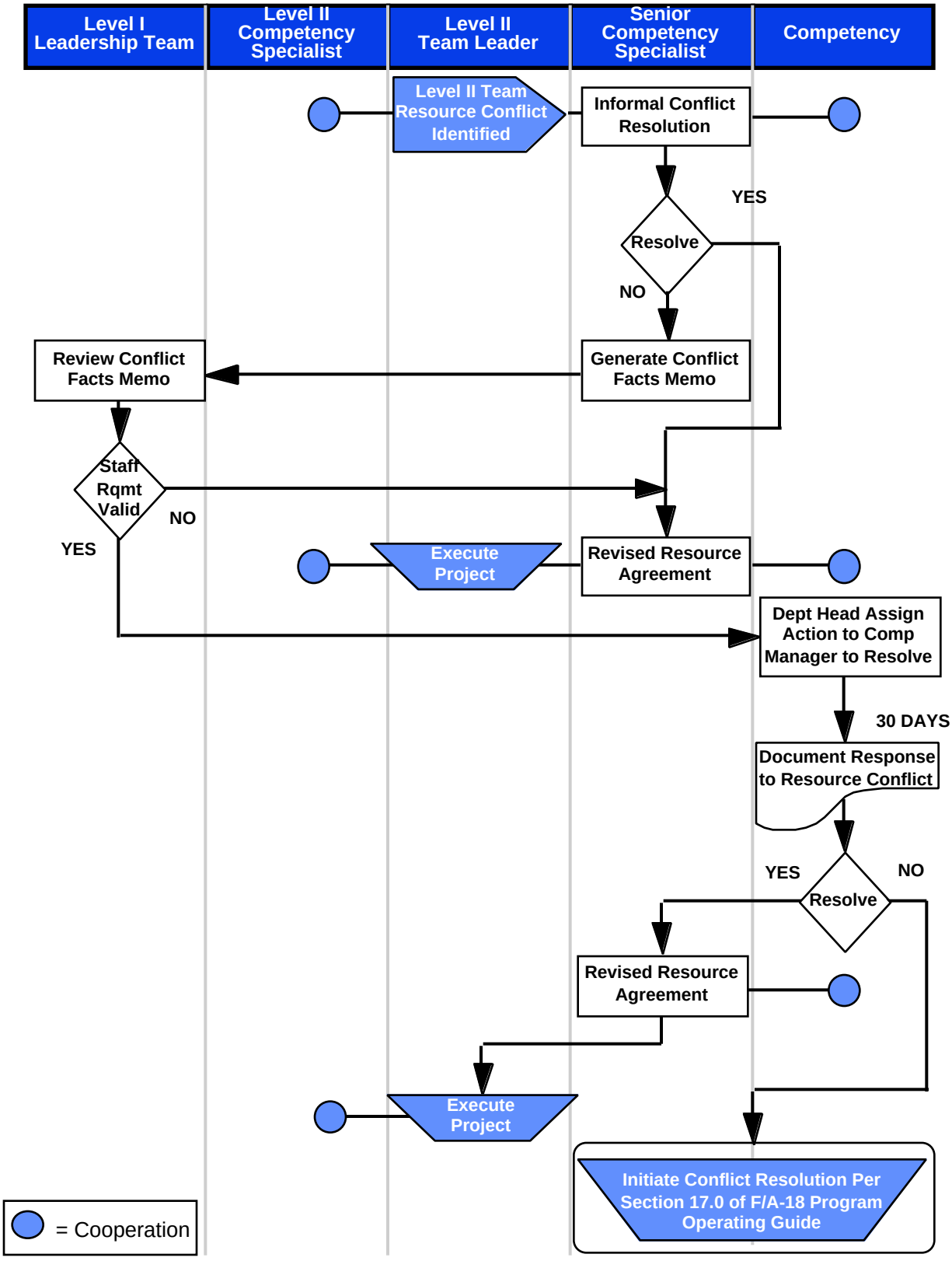


Figure 13. Team Staffing Conflict Resolution Flowchart

12.3 Time Phasing

There must be time phasing and coordination between the PMA's assumption of new responsibilities and the assignation of resources from the CAO. For example, the most successful way for the P&SD IPT to assume management of O&MN funds is to receive an increased amount of BFM personnel from the Program Management competency. We look forward to (and invite the initiation of) coordinating time phasing with each competency, as these responsibilities transfer.

12.4 People and Work Years

The CAO database indicates that the distribution of individuals supporting the F/A-18 IPT on a full-time, dedicated basis (when looking at the percentage of their time in work years) is extremely low. More specifically, we have a relatively small portion of people dedicated full-time, few providing between 75 and 25 percent of their time, and a fairly large number of people assigned to the program for less than 25 percent of their time. (Many of these are between 10 and 20 percent.) Some genuine specialists (e.g., a flutter expert) must be widely distributed among programs. However, we believe the TEAM's and our own program efficiency and effectiveness can be improved by shifting the distribution toward more full-time program assignments. To say that another way, we have a goal to trade five people working on the program for only 20 percent of their time each for one fully dedicated individual. The PMA charges the program's Senior Competency Specialists to work toward this goal.

13.0 TECHNICAL CONSCIENCE

We believe the CAO to be the soul of technical conscience. **We believe the path to world-class technical personnel and performance is through *training.***

This period of transition from a functional structure to a more product-focused IPT/CAO structure **is a time for courage, trust, and increased communication.** We believe we have a great many, very capable people—the challenge will reside in empowering and building the confidence in these capable individuals who have previously operated in a structure requiring strict hierarchical approval. *The mitigation of risk must come from open, honest and high volume information sharing with the CAO and strict situational awareness on the part of the Program Manager, IPT Leader, and the Program's Senior Competency Specialist.*

14.0 TEAM WORK PLANS

We believe effective, product-based financial management is the key to harmony between the program and the CAO. By reviewing requirements via IPTs and from a total funding perspective, ***we will be able to make more informed decisions regarding program priorities. This will allow us to better allocate scarce resources consistent with the needs of the total F/A-18 program.***

The F/A-18 Program will operate under a cradle-to-grave program management philosophy. The key to this philosophy is a "program-based" financial resource allocation process. To support this management structure, we are implementing a consolidated approach for a Team Work Plan (TWP) data call, review and execution. We shall look at field activity requirements in total versus our previous functional construct. Our leads at each of the major field activities will be responsible for identifying realistic requirements for the F/A-18 program and communicating those requirements to the IPT leadership. At the same time, close liaison with the program's competency leadership (e.g., APMSE and APML) to clarify requirements and work scope is necessary.

The PMA's recently-delegated responsibility to manage program O&MN funds makes it imperative that we identify all O&MN requirements correctly. In the past, the existence of a concurrent

production line has allowed the use of APN funds to legitimately perform efforts that will properly become O&MN funding requirements during the phasing-out of the F/A-18C/D production line. Therefore, it is critical that ***all*** valid and supportable O&MN requirements be correctly identified.

The F/A-18 IPT leads will review the TWP to establish the validity of all funding requirements with representatives from major field activities. The results of these reviews will be the basis for a recommendation to the PMA for what will become the Team Work Plan Program Baseline. The major reviews will include NAWCWD (China Lake and Point Mugu), NAWCAD (Patuxent River, Warminster, Indianapolis, Trenton, and Lakehurst), NADEP/P&SD Jacksonville and North Island, and NATSF Philadelphia.

A graphical depiction of our Team Work Plan approach is pictured in Figures 14 and 15.

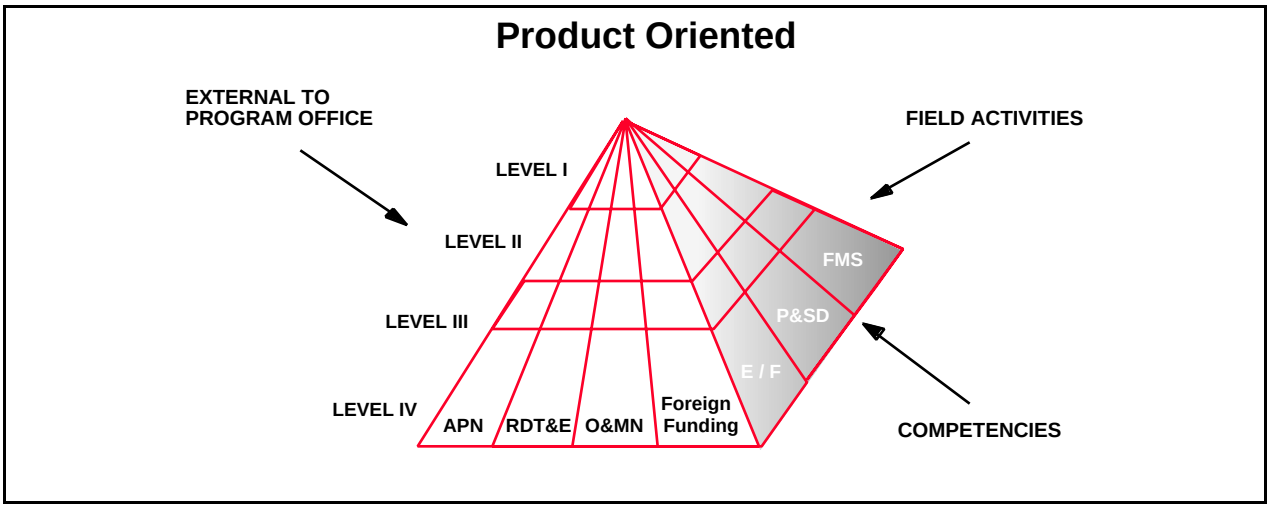


Figure 14. F/A-18 Team Work Plan Building Block Model

In Figure 14, the building block model may be thought of as a work breakdown structure, but one pointedly focused on *products*, identifying and aggregating all F/A-18 program funds. Level I refers to the total amalgamation of all program funds into the three program business areas or IPTs — FMS, P&SD, and E/F — and by major appropriation. We shall be able to answer the question, "What (in total) are we spending on (or in support of) our fly-away products? Note that funds may often come from outside the program office—for example integration efforts, in which the F/A-18 is the lead platform, funded by other programs.

In Figure 15, we depict the same model, but emphasize that Team Work Plan build-up is an amalgam of many undertakings summing into the three major product areas. Note that the three Level I IPTs are mutually supportive and interrelated. We shall cast a "full-spectrum" net to capture the inputs of all parties (other PMAs, team members and facilities at field activities and from the competencies).

Planning and executing organic funding support will be a primary responsibility of the Program Manager, but will be delegated to the IPT leads.

Effective, product-based financial management is the key to making sound decisions on program priorities, best allocating scarce resources, and having an improved picture of actual task/expenditure progress against the plan. The vehicle for this will be the Team Work Plan which the F/A-18 Program Team BFM folks are continuing to develop. Planning documentation derived from TWPs will replace AIRTASKs/Work Unit Assignments and other forms of work package tasking documents previously used for work performed within the TEAM. The TWP presents

detailed task descriptions in a Task Breakdown Structure (TBS) covering a three-year outlook. It covers all technical work to be undertaken by the program teams. The TWP should be the primary management tool that PMA265 will use to organize, manage, and control the accomplishment of accountable technical work on program teams. In other words, the TWP will become "the plan" or the contract between PMA265 and the individual program teams. The TBS is used to identify and organize tasks in a product-oriented breakdown.

To the maximum extent feasible, technical work planning by program teams will be accomplished and documented using TBS practices. The TBS elements will most likely be dynamic, changing frequently as replanning actions reflecting changes in the program occur. The lowest-level Task Breakdown element descriptions will contain *specific* tasks to be accomplished. This will include the task objective(s), budget, schedule, deliverables, and people assigned (by name). These lowest-level Task Breakdown element descriptions should be task-specific to the maximum extent possible. Generalized, level-of-effort planning should be avoided as much as possible. Higher-level Task Breakdown element descriptions will summarize lower level detailed tasks that "roll up" to the higher levels. TWPs should document work planning by fiscal year, and shall cover three years. Planning specificity should be appropriately greater for the nearer term.

The TWP and Team Assignment Agreements must be consistent and should complement each other. The Team Assignment Agreement includes detail that is not available in the TWP, e.g., specific team functions that the team member is to provide; certification; physical location requirements; and whether or not administrative functions will be delegated to the team leader. TWPs will be used for the additional purposes of: (1) officially documenting the program team's resource requirements (i.e., personnel, depot/special facilities, test assets, and other resources), and officially documenting commitment by the appropriate management levels of the CAO throughout the corporation to supply the same; (2) stating work for assignment of funds; and (3) supporting corporate data needs.

15.0 PROGRAM-INDEPENDENT ASSESSMENTS

The F/A-18E/F program has taught us the value of Program-Independent Assessments (PIAs). Experts, not intimately involved with the day-to-day details of a program or project, can come in and see important factors not clearly visible to the team members. We shall continue to take good and full advantage of "white-hat" PIA. Our experience shows that the "white-hat" vice "black hat" approach is fundamentally key to PIA success.

We believe the Program Manager (or his/her IPT Leaders) may initiate a PIA or independent program review. Likewise, the PEO or AIR-00 may initiate either special or periodic reviews. Resources for the PIAs may come from the CAO ("greyheads"), contractor support services, other services (e.g., USAF), industry, or academia.

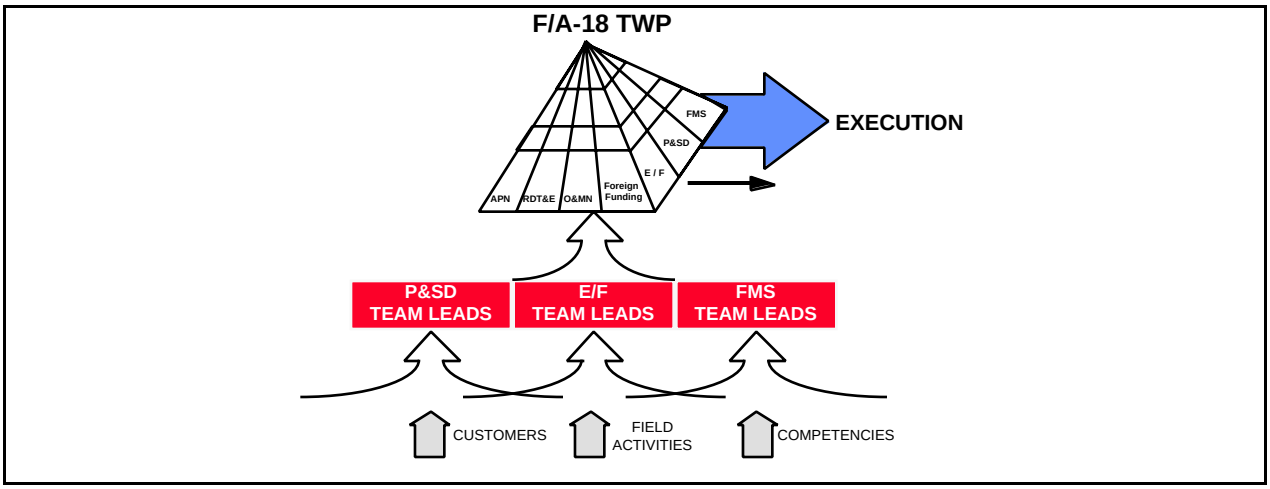


Figure 15. F/A-18 Team Work Plan Build-Up Via IPTs

16.0 PERSONNEL EVALUATIONS

We believe personnel evaluations and their impact on ratings, financial reward, and promotions are critically important to the success of the implementation of our reengineering. *Few metrics match the keen eye that individual employees have toward who gets ahead and who does not.* ***Only if an individual's contribution to IPTs predominates in personnel evaluations will the reengineering implementation succeed as planned.*** The process described below ensures a strong IPT voice in team personnel evaluations, and guarantees that we receive the feedback necessary to ensure the IPT Leader's inputs have been incorporated into final evaluations.

16.1 Military Fitness Reports

We are concerned about the personnel evaluation of military members. While the PMA will write a concurrent fitness report (FITREP) on the military members in key positions (such as the APMSE and APML), their subordinates (for example, the Level II Competency Specialist for Systems Engineering or Deputy APML Airframes) have, as reporting seniors, their respective competency supervisors. In accordance with TEAM policy as promulgated in the new revision of the TEAM IPT Manual, FITREPs will be signed within the competencies through the individual's chain of command, unless the individual has been assigned ADDU orders outside of his/her competency. For individuals assigned to the Hornet Program Team in a non-ADDU status, the Level I IPT leader will provide the individual's competency supervisor with a written summary and recommended rating for the performance relating specifically to IPT objectives as input on the individual's FITREP. *The military personnel rating system neither allows feedback, nor supports program-specific metrics.* The F/A-18 Program leadership will continue to pursue communicating recommendations that will most effectively serve our military team members in regard to FITREPs.

16.2 Civilian Performance Appraisals

The Performance Evaluation Supplement (PES) For Integrated Program Team (IPT) Members, NAVAIRINST 12430.4 dated 16 February 1996, recognizes our strong desire to be involved in the performance rating of our civilian team members, and provides a method for this involvement. Our team leaders and competency specialists shall provide and assure incorporation of program-related performance objectives of the Work Plan Critical Element for team members assigned to them. A team member's Work Plan will be a mix of competency and team-related objectives. However, team-related work objectives shall carry the most weight in influencing the rating of the Work Plan Critical Element for full-time F/A-18 team members. This can be accomplished by having the majority of the Work Plan objectives be team-related, or by having the team work

objectives carry the largest weighting factor (relative weighting decided by the Competency Manager). Specific team performance (IPT) objectives must be provided by the team leader and forwarded to the team member's Competency Manager at the beginning of each rating period for inclusion in the member's Work Plan Critical Element of the Performance Plan. Close coordination among the Team Member, Team Leader and Competency Manager should occur during this first-of-year development of work plan critical element objectives. The team performance objectives should also be listed in the team member's Team Assignment Agreement. The generic factors for team performance Work Plan objectives for team members and team leaders are listed in the table below.

Team Performance Work Plan Objectives	
For Team Member	**For Team Leader** (additionally)
· Meets team deadlines with quality product	· Meets/under budget
· Keeps team informed	· Logical, clear, concise task delegation
· Committed to the team and team goals	· Encourages innovation
· Respects programmatic issues	· Uses team effectively in decision making
· Provides competency expertise	· Meets team deadlines
	· Timely annual performance inputs

We owe it to our team members to provide timely evaluation inputs. The process that we will use to provide this input starts with determining the level of the team member and the person responsible for the evaluation input. The team performance evaluator will receive a "brag sheet" from the team member (could be a copy, or excerpt, of the Yearly Accomplishment Report if the team member desires) and will consult with other appropriate personnel who have knowledge of the team member's performance. The evaluator will then fill out our standard team evaluation template form and submit it to the Competency Manager. This process is illustrated in figure 16. The table depicted in figure 17 outlines the responsibilities of each party in the evaluation process. Our standard evaluation template form is contained in figure 18. This form shall be tailored with specific, detailed comments addressing the Work Plan Objectives that were established in the beginning of the rating year. The process as described provides for feedback from the Competency Manager on the overall performance rating of the team member prior to the submission of the final rating of record. During the development of the team performance input and after the input is provided, **there should be as much active participation and cooperation as possible between the team performance evaluator and the competency**. In some cases and when practical, team leaders will participate on competency-led rating panels (such as occurs with the China Lake demonstration project). This team performance input process should also be used for the team performance evaluator to provide input to the Competency Manager to be used during the mid-year review. The details of the process are found in NAVAIRINST 12340.4.

TEAM MEMBER EVALUATION PROCESS FLOWCHART

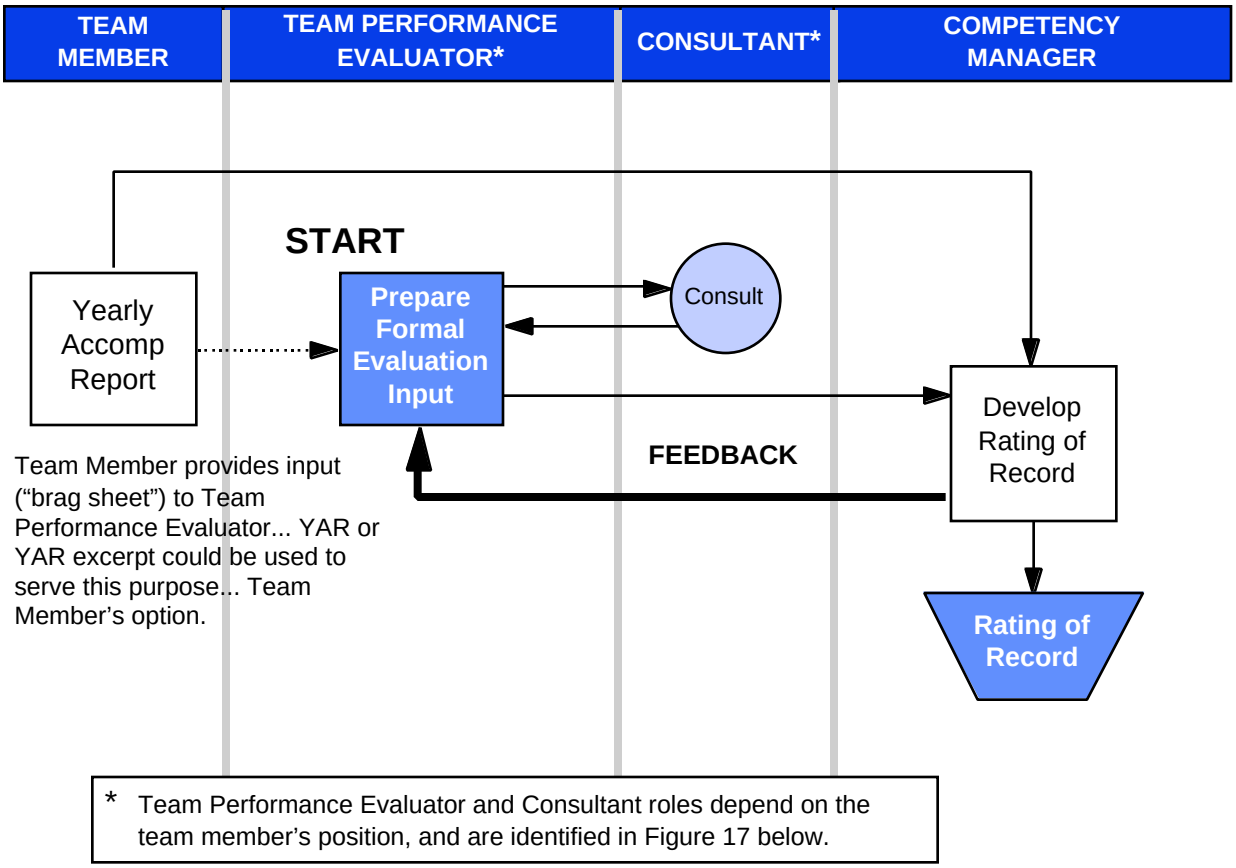


Figure 16. Team Member Evaluation Process

Level III Team Member	Level III Team Leader	Appropriate Level II Competency Specialist(S)
Level III Team Leader	Level II Team Leader	Appropriate Level II Competency Specialist(S)
Level II Team Member	Level II Team Leader	Appropriate Level II Competency Specialist(S)
Level II Team Leader	Level I IPT Team Leader	Appropriate Senior Competency Specialist(s)
Level II Competency Specialist	Appropriate Senior Competency Specialist(s)	Level I IPT Team Leader
Level I Staff	Level I IPT Team Leader	Appropriate Senior Competency Specialist(s)
Senior Competency Specialist	PMA265	Level I Team Leader(S)
Level I Team Leader	PMA265	Senior Competency Specialist

Figure 17. Evaluation Responsibilities

Team Member Performance Evaluation Input Form

Name _____ **Rating Period** _____

Competency _____

Team Name _____ **Percentage of Time on Team** _____

Mark Appropriate box. For team member, only fill out top section. For team leader, fill out both sections.

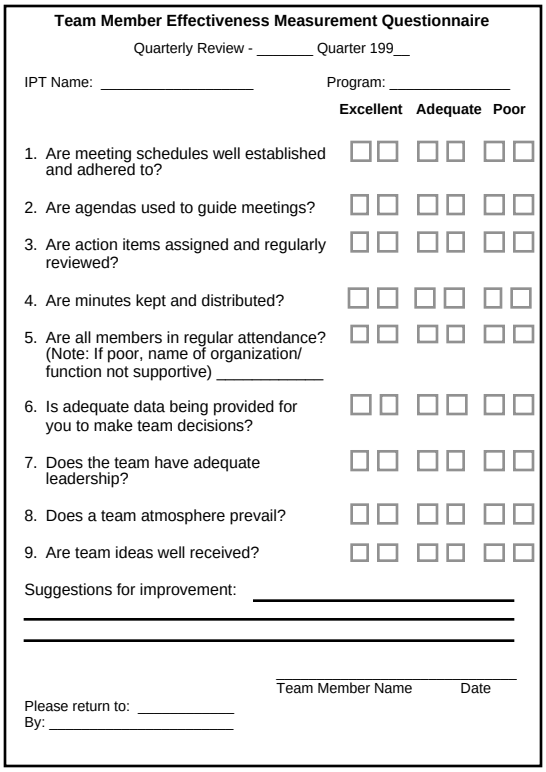
	NOT MET	MET	EXCEEDED
Team Member Element			
Meets Team Task Deadlines with Quality Product	☐	☐	☐
Keeps Team Informed	☐	☐	☐
Committed to the Team and Team Goals	☐	☐	☐
Respects Programmatic Issues	☐	☐	☐
Provides Competency Expertise	☐	☐	☐
Team Leader Element			
Meets/Under Budget	☐	☐	☐
Delegates Tasks in a Logical, Clear, and Concise Manner	☐	☐	☐
Encourages Innovation	☐	☐	☐
Uses Team Effectively for Decision-Making	☐	☐	☐
Meets Team Deadlines	☐	☐	☐
Provides Timely Annual Performance Inputs	☐	☐	☐
Work Plan Element - Objectives			
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Recommended Rating on IPT Objectives (Check Only One)

☐ Unsatisfactory ☐ Marginal ☐ Fully Successful
☐ Exceeds Fully Successful ☐ Outstanding

Specific Comments on Performance (Required... related to performance objectives)

_____ **/S/**_____ _____
Employee Initial **Team Performance Evaluator Signature** **(Date)**



Team Member Effectiveness Measurement Questionnaire

Quarterly Review - _____ Quarter 199__

IPT Name: _____ Program: _____

	Excellent	Adequate	Poor
1. Are meeting schedules well established and adhered to?	☐☐	☐☐	☐☐
2. Are agendas used to guide meetings?	☐☐	☐☐	☐☐
3. Are action items assigned and regularly reviewed?	☐☐	☐☐	☐☐
4. Are minutes kept and distributed?	☐☐	☐☐	☐☐
5. Are all members in regular attendance? (Note: If poor, name of organization/ function not supportive) _____	☐☐	☐☐	☐☐
6. Is adequate data being provided for you to make team decisions?	☐☐	☐☐	☐☐
7. Does the team have adequate leadership?	☐☐	☐☐	☐☐
8. Does a team atmosphere prevail?	☐☐	☐☐	☐☐
9. Are team ideas well received?	☐☐	☐☐	☐☐

Suggestions for improvement: _____

_____

_____

_____
Team Member Name Date

Please return to: _____
By: _____

Figure 19. Team Self-Evaluation Form

16.3 Team Self-Evaluations

We encourage the use of team self-evaluations. Team evaluations are a good tool to assess the overall effectiveness of the team, and greatly aid in the continual improvement of the team's efforts. These evaluations will be separate from annual personnel appraisals, and can be administered informally every few months. The team can use whatever method best fits its needs. The team leader can critique his team members, or the team can use a 360-degree appraisal system, which involves members evaluating the effectiveness of their peers within the team. Figure 19 is an example of a team survey form (originally presented in the IPT Manual) that can be used by team members to evaluate the effectiveness of the team leader and the team as a whole. Whichever method used, periodic team self-evaluations will benefit our teams.

17.0 CONFLICT RESOLUTION

Throughout the operations of the F/A-18 program, issues and conflicts will arise that involve technical, programmatic, and administrative topics. These conflicts can be between team members, between more than one F/A-18 team, or between an F/A-18 team and an external elements such as a competency or another program team. When resolving conflicts we will follow these basic guidelines:

- Resolution of issues and conflicts shall be at the lowest possible level.
- Issues/conflicts resolution shall be worked *"horizontally"* before working "*vertically.*

- Conflict resolution processes established for specific issues (e.g., Team Staffing Conflict Resolution) shall be followed.
- Traditional "chain of command" principles shall be used to raise conflicts to the appropriate level for resolution of issues not covered by specific processes.

For those conflicts or issues which would have general applicability throughout the F/A-18 Program Team, the final resolution should be documented for the communication of lessons learned throughout the program. All decisions not covered by existing F/A-18 policy/direction or involving precedent-setting situations should be documented, and copies forwarded to team leaders and the F/A-18 PMA's "Lessons Learned" library (to be established).

18.0 ADMINISTRATIVE/"HOUSEKEEPING" PROCESSES

Described below are the basic administrative ("housekeeping") processes that need to be followed in order to accomplish routine tasks as a team member on the F/A-18 program. These tasks include the processing of leave, travel, work schedule changes and training requests. The preparation and processing of timecards for individuals will also be addressed. Flowcharts to illustrate, in detail, each of these processes are included in Annex D, accompanied by text describing the peculiarities of each process. Our prototype processes diverge slightly from the way these matters were presented in Team Transition Training (TTT) 101. *These changes only affect full-time program team members who are physically located with or in close proximity to their team leaders.* For the purposes of this POG, the definition of a full-time F/A-18 program team member is any IPT member who spends the preponderance of his/her time on the F/A-18 program (i.e., greater than 70%).These changes will employ the higher level of cooperation, communication, and trust that must exist between competencies and programs to make our TEAM less function-oriented and more product-focused.

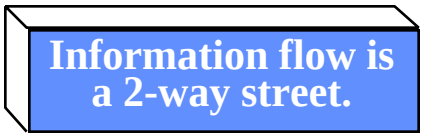
If the program team member is full-time and physically located with the IPT, approval for leave, travel, work schedule changes, and timecards should be delegated to the IPT leader (in coordination with the competency). This makes sense, since being physically located with the IPT provides the IPT leader with better visibility of the individual's whereabouts on a daily basis. This will require a delegation of these administrative duties by the individual's competency supervisor; this is easily accomplished as part of the formal Team Assignment Agreement. All requests for compensatory time or overtime must continue to be approved by the Competency Leader.

When an individual is a full-time member of the F/A-18 Program but mapped to multiple IPTs within the program, the Senior Competency Specialist will be the approval authority for those individuals in lieu of the individual's competency supervisor (except for training). This will enable the Senior Competency Specialist to observe the individual's attendance and to provide the cross-team perspective to support prioritization.

Of course there will be exceptions to these processes. In the cases of Test Squadrons and Union-arbitrated agreements, it may be preferable to all parties to leave the approval authority for these processes with the competency. *We insist that the "reasonable person" approach be used in regard to these housekeeping processes.* The intention behind delegating these processes is to make these tasks more effective and efficient, *not* to cause additional burden on any party. Teams must be flexible enough to adapt to these unique situations.

The key to successful implementation of these processes is advanced planning. Don't let routine actions turn into crisis situations. Each team member should consider keeping a calendar that he/she continually updates and provides to team leader(s) and competency supervisors. Planned

leave, travel and training should be identified for at least the current month and one month following. This action alone should alleviate 95% of any potential conflicts.



Don't neglect your competency supervisor! Under the new organization, you will be spending most of your time with your respective team(s). *Keep your supervisor informed.* Weekly "how-goes-it" reports (sent via electronic mail or in person) are excellent means of keeping everyone in the loop. Don't let people get caught off guard. Let your team leader, your competency supervisor, and anyone else that needs to know, be aware of any issues that are pending. Information flow is a two-way street. When in doubt, **over-communicate.**

19.0 INTERFACE WITH THE NAWC

There are not enough people in headquarters to populate all the required product teams. We must call upon the NAWC, and must implement a single class of citizenship respectful of the level of expertise residing in our field activities. In our Integrated Product Teams, we shall not discriminate between those in Washington and those in the field. We will rely on audio and video communication, plus electronic mail and file sharing, to develop geographically independent teams. We shall insist on the formation of seamless teams, with commitment, first and foremost, to the program.

We will improve our business practices in dealing with undertakings in the field. We must significantly improve our situational awareness as we become accountable for activities that were previously managed locally. We will put into place improved, product-focused financial tracking based on the concepts of the earned value.

Noting that the NAWC will continue to retain some geographic organization in parallel with the CAO alignment in the form of the Eastern and Western Area Command structure, we have individuals in place at the NAWC Aircraft Division (CAPT (Sel) Jeff Wieringa) and at the NAWC Weapons Division (Mr. Darryll Maxwell). During the ongoing transition to IPTs, we depend on these two individuals to represent the Program Manager's and the program's interests in the field. For example, we depend on them to make priority determinations on program assets, including aircraft and program-specific test facilities. We depend on their assistance in field budget planning and execution. We charge them with the responsibility of collocating program personnel to the maximum extent possible. We seek their counsel in negotiating with the competencies for personnel to be posted to teams. Mr. Maxwell and CAPT (Sel) Wieringa are ad hoc members of the Executive Leadership Team.

20.0 INTERFACE WITH NAVAL AVIATION DEPOTS

The program's relationship with the depots is fundamentally changing as we continue to implement full life cycle program management. We believe the HESC will play an important role, and that the USAF Integrated Weapons System Management process can serve as a model. We acknowledge we still have significant work to do in developing and refining a new working relationship with the depots.

21.0 ACQUISITION REFORM

We believe the acquisition reform initiatives recently mandated by Secretary Perry are crucial to delivering affordable and combat-effective aircraft weapons systems to the Fleet, and we are committed to institutionalizing these initiatives into our daily way of doing business throughout the F/A-18 Program Team. As stated by ASN(RDA), the Navy's acquisition reform mission is "to

achieve the Defense Department's military superiority objective at reduced cost with increased responsiveness to customers". Or, to quote Dean Club of Texas Instruments... "It means doing things better (read quality), quicker (reduced cycle time) and less expensively". We shall strive, in the day-to-day execution of our work on IPTs, to incorporate the tenets of acquisition reform into our contract solicitations, internal operations and communications both internal and external to the TEAM.

The Ten Guiding Principles of Acquisition Reform are shown below:

1. Empower People to Lead/Manage... Not to Avoid Risk
- Delegate authority and reward results
- Encourage innovation by issuing guidance... not rules
- Train in a multi-functional environment
- Commit to quality through customer focus and continuous improvement

2. Operate in Integrated Product Teams
- Replace functional stovepipes with integrated program teams (but, scrupulously avoid product team stovepipes... communicate horizontally as well as vertically)
- Manage with early insight on program issues, rather than after-the-fact oversight
- Resolve issues at the lowest possible management level
- Use concurrent engineering to integrate process and product development
- Partner and team with Industry

3. Reduce Cycle Time by 50%
- Zero base functional requirements
- Tailor the process to the specific acquisition
- Waive or seek relief from low value added directives
- Structure so that fewer people are involved and need for coordination is reduced

4. Reduce Cost of Ownership
- Manage overall life cycle cost... not just initial acquisition cost
- Treat total cost as an independent variable relative to user requirements
- Make cost performance trade-offs early in the acquisition process
- Put high priority on logistics and support cost visibility

5. Expand use of Commercial Products and Processes
- Research the global commercial market before establishing new requirements
- Begin dialogue with industry early in requirements development process
- State requirements in terms of essential performance SPECs
- Give priority to customary commercial practices

6. Use Performance SPECs and NON-Government Standards
- Minimize Government unique terms and conditions
- Use performance SPECs as the preferred choice for all programs
- Use non-government standards when performance SPECs are not practicable
- Use MIL SPECs/STDs only as a last resort with an appropriate waiver

7. Issue Solicitations that Reflect the Quality of a World Class Buyer
- Write cohesive statements of work that specify "what" not "how"
- Minimize data requirements to emphasize electronic commerce and product over paper
- Integrate oversight requirements with contractor program management scheme
- Coordinate in advance to gain mutual understanding of requirements and capabilities
- Maximize use of FACNET and simplified acquisition procedures

8. Procure Goods and Services with "Best Value" Techniques
- Evaluate bids and proposals on a total cost of ownership basis to seek out qualities other than lowest price
- Use Past Performance as a key factor

- Reduce the time and cost of making the award
- Debrief offerors promptly and openly to avoid misunderstanding and protest

9. Test and Inspect in the Least Obtrusive Manner to Add Value to the Process or Product

- Make testers/evaluators value-added team participants from the start, not inspectors after-the-fact
- Take advantage of contractor testing
- Use modeling and advanced simulation to save time and reduce cost
- Achieve quality with statistical process control rather than with end item inspection

10. Manage Contracts for End Results

- Focus on the customer and the product or service required
- Control only the performance SPEC giving contractors freedom for design innovation
- Acquire technical data rights only to extent necessary for breakout and spares procurement
- Aggregate contracts and acquisition phases to benefit from stable contractor operations
- Operate on the basis of trust and tailor overnight to estimated performance risk

22.0 SUMMARY

We are committed to program manager-led, **multi-disciplinary teams** organized to deliver products to war-fighters. We shall be *product-focused and genuinely customer driven.* ***We literally interpret and accept the assignment of full life-cycle program management.*** We will organize around our three main business groups or products (FMS, P&SD and E/F). We will manage the program via an *executive leadership team* composed of the PMA, the IPT Leaders, and the program's Senior Competency Specialists. We shall encourage, actively invite, and aggressively seek *CAO participation on Program Independent Assessments.* We will *fully support process reviews.* **We will continue to lead the ongoing transition to mature IPTs**.

(This Page Intentionally Left Blank)

ANNEX A

Integrated Program Team
Level II & III Teams
& Teams' Products

(This Page Intentionally Left Blank)

(This Page Intentionally Left Blank)

15 November 96

ANNEX B

Integrated Program Team
Charter Template and Sample

(This Page Intentionally Left Blank)

15 November 96

ANNEX C

Responsibilities
Up, Down, and Across Teams

(This Page Intentionally Left Blank)

Level I IPT Leaders to Level II IPT Leader	**Level II IPT Leader to Level I IPT Leaders**
· Delegation of authority	· Feedback on specific taskers
· Expectations	· Feedback on general information
· Program Requirements	· Products (Cost/Schedule/Performance)
· Team Work Plan approval	· Resource requirements
• Advice, coordination & direction as appropriate	· Team Work Plan proposal
	· Charter

Level II IPT Leader to Team Members	**Team Members to Level II IPT Leader**
· Expectations	· Execute tasks (providing and meeting commitments)
· Direction	· Provide technical expertise
· Program requirements	· Timely Feedback / Input of general information
· Guidance	· Technical conscience
· Delegate authority	· Take ownership of IPT's charter, goals and objectives
· Team atmosphere	· Product cost, schedule, performance and quality
· Coaching	

Teams to Teams	**Teams to Teams**
· Keep co-dependent teams abreast of cost/schedule/performance and related issues	· Keep co-dependent teams abreast of cost/schedule/performance and related issues
· Be aware of impacts of/to other teams	· Be aware of impacts of/to other teams

Team Members to Team Members (within the team)	**Team Members to Team Members (within the team)**
· Technical communications and integration	· Technical communications and integration
· Good/open communications	· Good/open communications
· Mutual respect	· Mutual respect
· Team-building	· Team-building
· Synergism	· Synergism
· Mutual support and interdependence	· Mutual support and interdependence
· Commitment	· Commitment

Competency Specialist to Team Members	**Team Members to Competency Specialist**
· Ensure consistency of processes and objectives	· Keep Competency Specialist appraised of program technical activities/issues
· Provide for process compliance	· Owe lessons learned
· Ensure functional integration across teams	· Seek technical guidance
· Maintain big picture	· Information/feedback
· Complement Competency Manager in Coaching / Mentoring	· Functional budget requirements (e.g., engine rework budget SDLM Repair of Repairables, etc.)
· Apply Lessons Learned	· Be aware of impacts of/to other teams
· Help resolve technical conflicts	·
· Ensure consistency of process and objectives	
· Competency advocate	
· Team member advocate to competency	
· Consolidate functional multi-IPT planning (e.g., site standup plan)	

Competency Specialist to IPT Leader	**IPT Leader to Competency Specialist**
· Provide technical advice	· Feedback on member performance
· Help determine resource requirements	· Provide / Propose resource requirements
· Act as P&SD chief engineer / chief logistician / etc.	· Provide opportunity to allow Competency Specialist involvement
· Provide lessons learned	
· Advise regarding processes	
· Technical conscience role	

Competency Manager to Team Member	**Team Member to Competency Manager**
· "Greyhead" role; competency historical database	· Information/Feedback on lessons learned
· Provide technical advice	· Seek technical advice
· Career development advice	· Training requirements
· Provide assistance in application of Competency processes	· Provide feedback on Competency processes
· Participate in conflict resolution	· Participate in conflict resolution
· Competency coach / mentor	
• Certification (empowerment)	
• Training requirements	
• Appraisal	
• Processes to be followed	

(This Page Intentionally Left Blank)

15 November 96

ANNEX D

Administrative Processes for IPT Team Members

(This Page Intentionally Left Blank)

ADMINISTRATIVE PROCESSES FOR IPT TEAM MEMBERS

Described in this annex are the basic administrative processes that need to be followed in order to accomplish routine tasks as a team member on the F/A-18 program. These tasks include the processing of leave, travel, work schedule changes and training requests. The preparation and processing of timecards for individuals will also be addressed.

The processes described in the various flow charts below may seem cumbersome in comparison to our old system, in which the competency supervisor had near-total authority over individuals, and approval for leave, work schedule changes and training were essentially "one-stop shopping." In reality, the new system is not dramatically different than the old. The new process merely *formalizes* that which should have been standard professional consideration. The new processes can be almost as routine as the old if we use the tools available to us for implementing our **team-focused** competency aligned organization. Where multiple chops are required for any of the leave, travel, training, or work schedule change requests, the team member should make maximum use of Team Links (electronic mail), facsimiles, voice mail, etc. This will ensure near real-time responses, and that any conflicts can be resolved as early as possible.

In those cases where a full-time member is assigned to multiple IPTs, the steps shown in the "Other Team Leader" section of each flow chart would be followed for each additional team leader.

Leave

The flowchart depicted in figure 20 below illustrates in detail the process for leave approval. In cases of unplanned or emergency leave, the team member should call/inform all individuals who are required to chop or approve their leave under normal conditions. Ultimate authority for approval/disapproval of emergency leave lies with the individual who holds that authority under normal conditions.

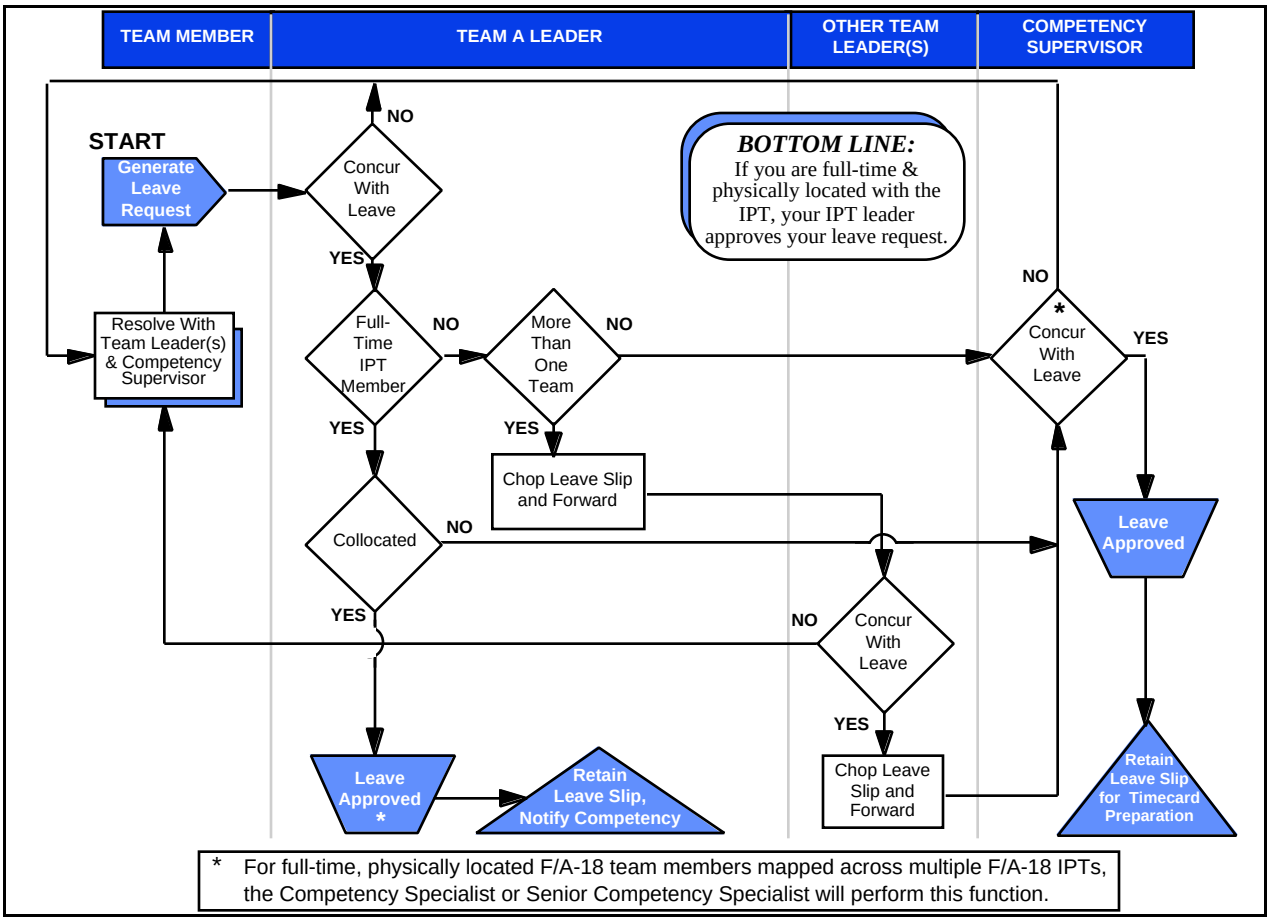


Figure 20. Leave Request Process Flowchart

Travel

The flowchart in figure 21 below illustrates in detail the process for travel approval. In cases of unplanned or emergency travel, the same procedures as unplanned or emergency leave apply.

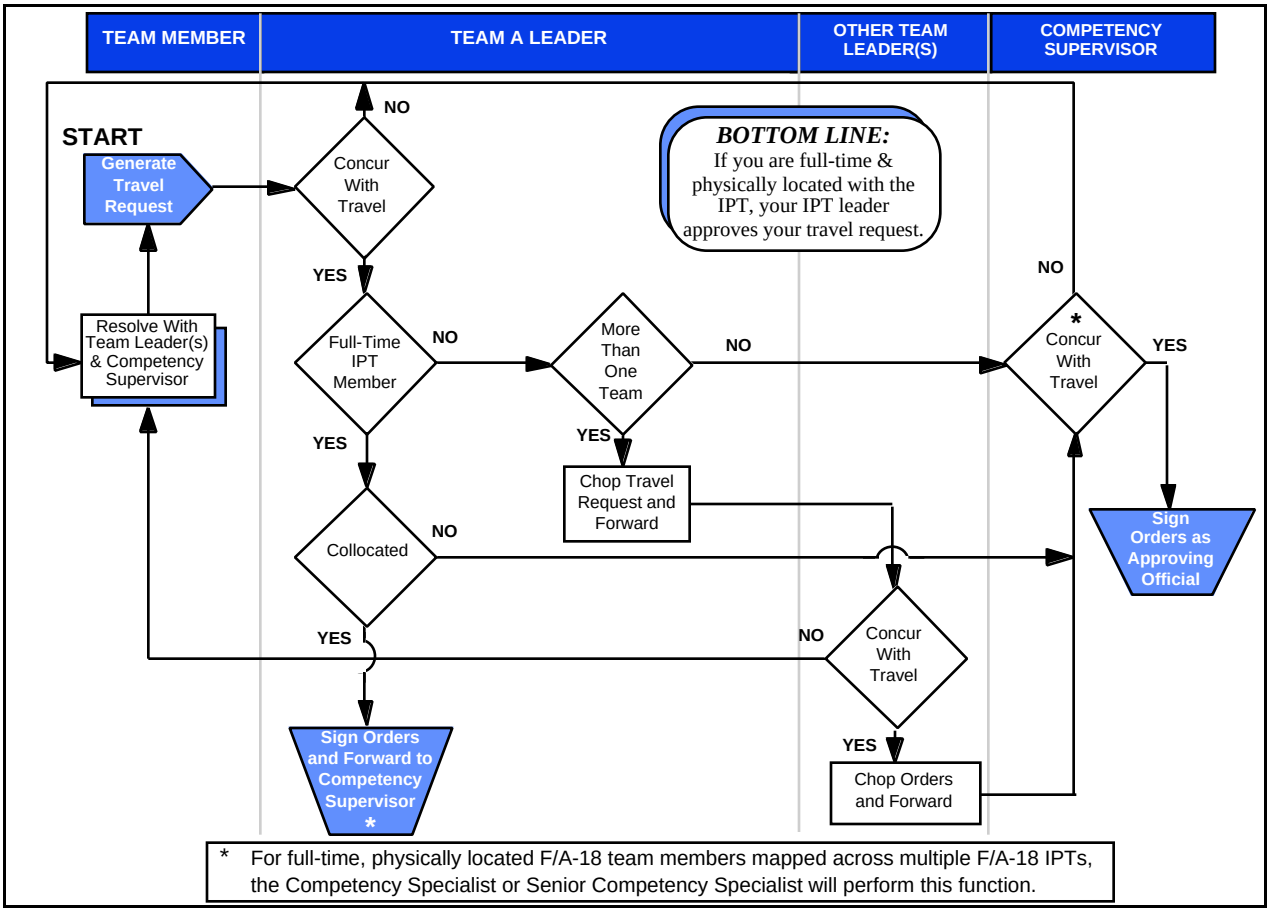


Figure 21. Travel Request Process Flowchart

Work Schedule

Team leaders have full authority to establish the core work hours for full-time members assigned to their teams. The team leader will have authority to deny participation on the compressed work/alternate work schedule for team members if the team leader has determined that a regular schedule is in the best interest of the team. The flowchart in figure 22 below illustrates in detail the process for work schedule approval.

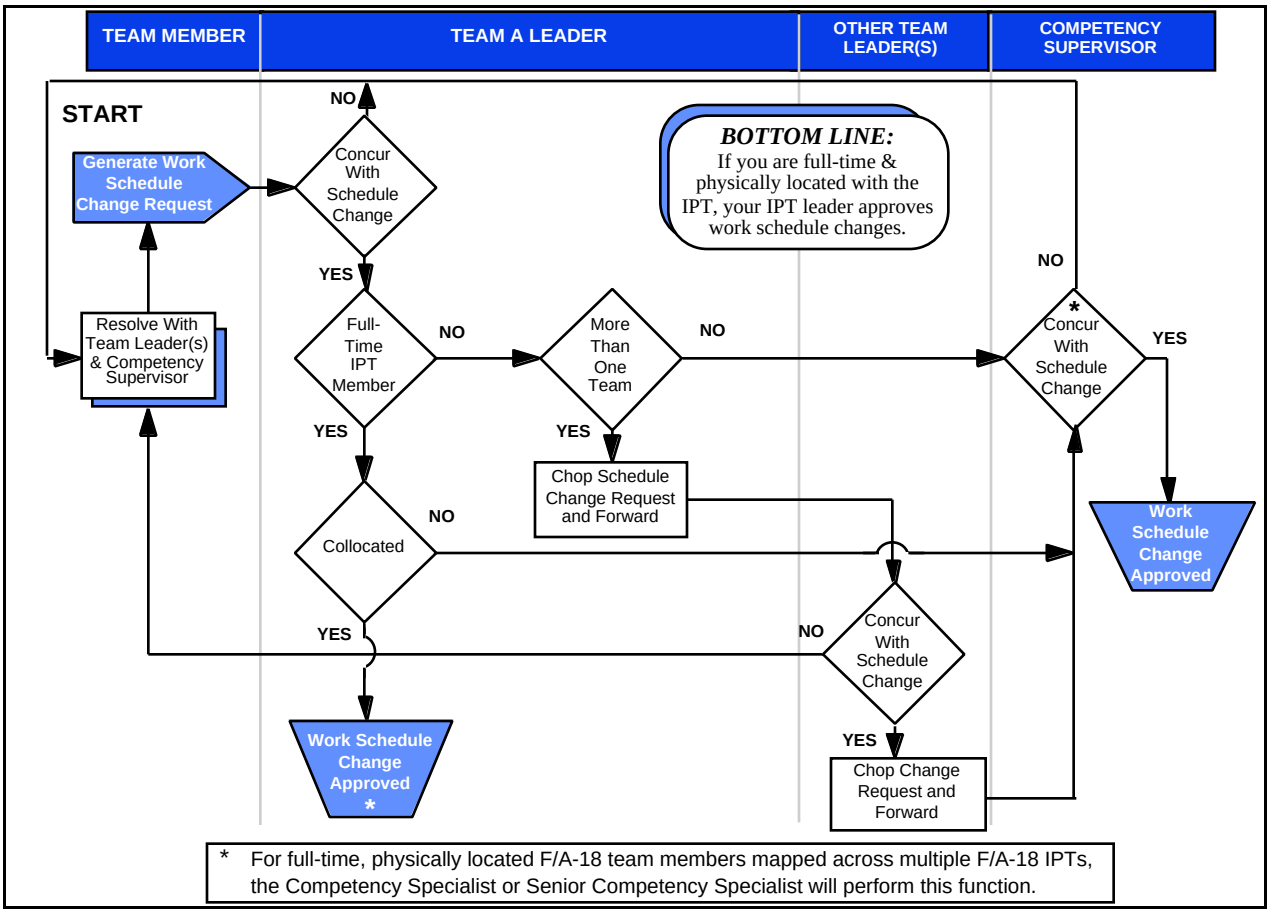


Figure 22. Work Schedule Change Request Process Flowchart

Timecards

Timecards will be signed by the same individual who has authority to sign for a team members leave. The flowchart in figure 23 below illustrates in detail the process for timecard processing and approval. While this chart may seem complicated, it is important to note the bottom line: for full-time F/A-18 IPT members physically located with or near their IPT leader, that IPT leader signs the timecard, and forwards a copy to the competency. For all others, processing and approval of timecards resides with the Competency Manager.

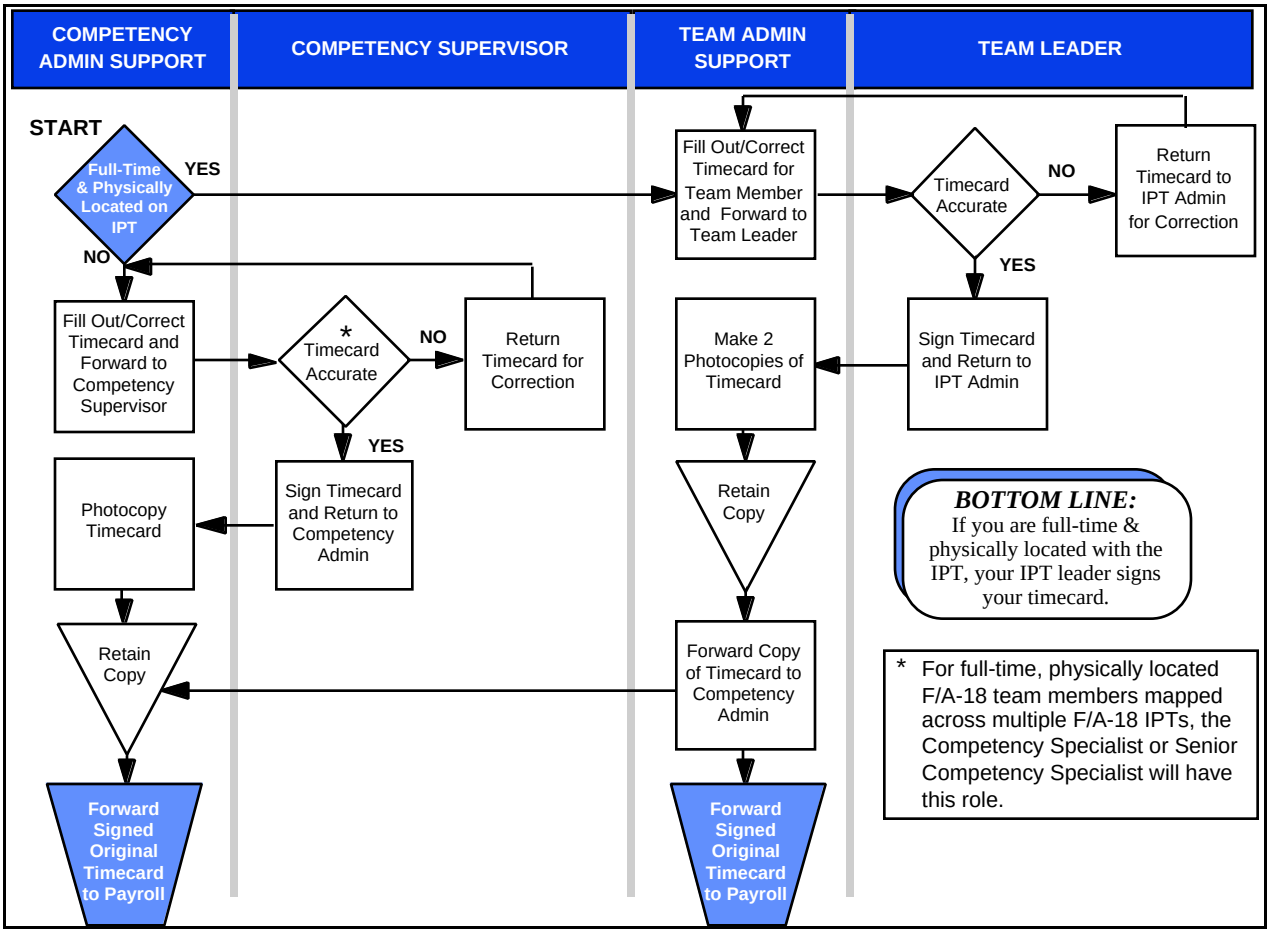


Figure 23. Timecard Processing Flowchart

Training

The flowchart in figure 24 below illustrates in detail the process for approval of training requests. Note that only competency supervisors have approval/disapproval authority regarding requests for training; however, agreement on scheduling is required *from each team leader* to avoid programmatic conflicts. The conflict resolution process discussed in section 17.0 will be initiated when training conflicts exist which cannot be resolved between team leaders and competency supervisors, *except in the case of DAWIA certification training.* DAWIA training will occur when notification is received from the DACM office. In order to support team efforts, the team member should negotiate dates for DAWIA training with the team leader prior to submitting his/her training request form. Individuals will work closely with their competency supervisors to update their Individual Development Plan (IDP). Career developmental needs will be included in this discussion, as well as mandatory training to meet DAWIA certification in their respective competency. These training requirements should include transition and team training that will be required during the current phase of transition. The training requirements need to be articulated to the team member's team leader(s) at the beginning of the year. They need to be aware of training requirements as early in the year as possible, so that training impacts can be taken into account when team planning is being accomplished. All training requests should reflect yearly IDP requirements.

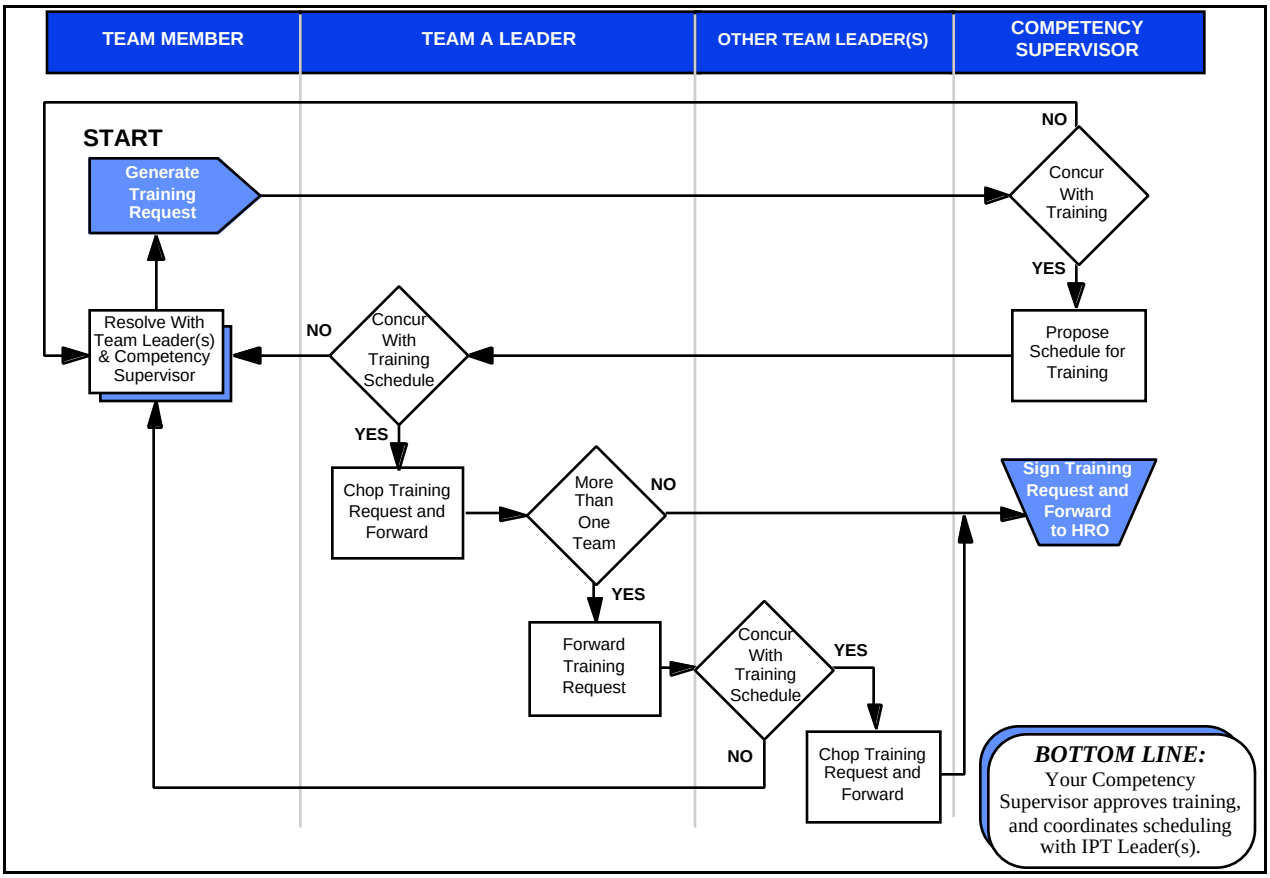


Figure 24. Training Request Process Flowchart

To obtain copies of this document, call:

Brenda Snyder
PMA265 Receptionist
Commercial: (703) 604-2210, ext. 7400
DSN: 664-2210, ext. 7400